

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
WASHINGTON, D.C. 20202-2649

**2000 APPLICATION KIT FOR NEW GRANTS
UNDER
THE REHABILITATION SERVICES ADMINISTRATION
TRAINING PROGRAM**

**TRAINING OF INTERPRETERS FOR INDIVIDUALS
WHO ARE DEAF AND INDIVIDUALS WHO ARE DEAF-
BLIND**

CFDA NUMBER: 84.160

84.160A

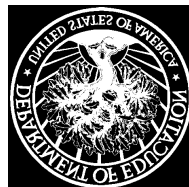
84.160B

84.160C

FORM APPROVED

OMB No. 1820-0018, EXP. DATE 8/2001

ED FORM 424, 6/2001



DATED MATERIAL - OPEN IMMEDIATELY
CLOSING DATE: November 8, 1999
TABLE OF CONTENTS

<u>SUBJECT</u>	<u>SECTION</u>
Dear Applicant Letter	A
Deafness and Communicative Branch: Competition Manager	B
RSA Regional Office Specialists for Deafness and Communicative Disorders	C
Notice of Final Priorities	D
Notice Inviting Applications for New Awards	E
Title III of the Rehabilitation Act and Associated Regulations	F
Selection Criteria for Applications	G
Application Transmittal Instructions	H
Application Forms	I
Part I; Federal Assistance Face Page (424) Part II; Budget Information Part III; Program Narrative and Schedule of Trainee Expense Part IV; Assurances, Certifications, Disclosures <ul style="list-style-type: none"> • Assurances - Non-Construction Programs; • Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements; • Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transaction; • Disclosure of Lobbying Activities 	
Important Notices <ul style="list-style-type: none"> • Notice Regarding Submission of Training Materials to the National Clearinghouse • New Provision in the Department of Education's General Education Provisions Act (GEPA) • The Government Performance and Results Act (GPRA) • Important Notice to Prospective Participants/USDE Contract and Grant Programs • Notice Regarding Executive Order 12372 and Listing of State Single Points of Contact 	J
Application Check List and Common Questions and Answers	K

REHABILITATION SERVICES ADMINISTRATION

Dear Applicant:

The Secretary invites new applications for fiscal year (FY) 2000 under the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind Program. Grants under this program are authorized by section 302(f) of the Rehabilitation Act of 1973, as amended (the Act). Approximately \$2,100,000 per year for up to 60 months is now available for awards to ten (10) Regional projects and two (2) National projects. Please take a few moments to read this letter carefully as it includes important information related to the grant competition.

As indicated in 34 CFR Part 396, the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program is designed to establish interpreter training programs or to assist ongoing programs to train a sufficient number of skilled interpreters throughout the country in order to meet the communication needs of individuals who are deaf and individuals who are deaf-blind by -- (a) Training manual, tactile, oral, and cued speech interpreters; (b) Ensuring the maintenance of the skills of interpreters; and (c) providing opportunities for interpreters to raise their level of competence.

You will note that Section 302(f) of the Rehabilitation Act of 1973, as amended has added the term "hard of hearing" to the purpose of the program. For this reason, we have titled the program, for the purposes of this competition, the Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who are Deaf-Blind program. However, the amended regulations for this program have not yet been released. As a result, you will also see the program referred to as the Training of Interpreters for Individuals Who Are Deaf and Individuals Who are Deaf-Blind program. It is the same program.

The Secretary will evaluate each application under this program by using the selection criteria chosen from the general selection criteria in 34 CFR 75.210 of EDGAR and the selection criteria cited in 34 CFR Part 396.31. Please refer to Subpart D of Part 396.

There are several factors that will result in automatic rejection of your application. Please be sure your application addresses each appropriately:

- The maximum funding levels contained in section E of this application kit are strictly enforced. Failure to adhere to them will result in rejection of your application.
- Part III of the application narrative, is where you, the applicant, address the selection criteria used by reviewers in evaluating the application. The applicant must limit Part III to the equivalent of no more than 35 pages for regional projects and no more than 50 pages for national projects, using the following standards:

- (1) A "page" is 8.5" x 11", on one side only with 1" margins at the top, bottom, and both sides.
- (2) You must double space (no more than three lines per vertical inch) all text in the application

narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.

If you use a proportional computer font, you may not use a font smaller than a 12-point font or an average character density greater than 18 characters per inch. If you use a nonproportional font or a typewriter, you may not use more than 12 characters per inch.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, you must include all of the application narrative in Part III.

If, in order to meet the page limit, you use print size, spacing, or margins smaller than the standards specified in this notice, the Secretary will not consider your application for funding.

- Should an applicant chose to apply for more than one of the priorities (CFDA 84.160A, CFDA 84.160B, and/or CFDA 84.160C) a complete application must be submitted for each project. Applications addressing more than one priority will not be reviewed.
- Applicants must include a detailed description of strategies that will be utilized to recruit and train individuals so as to reflect the diverse populations of the United States as part of the effort to increase the number of individuals with disabilities, and individuals who are from linguistically and culturally diverse backgrounds, who are available to provide rehabilitation services. Applications lacking this information will not be reviewed.

Applications for new projects in response to this announcement should also become familiar with the selection criteria contained in this application kit (see Section G). These criteria will be used by reviewers and Rehabilitation Services Administration (RSA) staff to evaluate all applications. Your application should respond to each identified criterion since failure to do so will put your application at a significant disadvantage.

Applicants must include in their budget resources for the project director to attend an annual project director's conference to be held in Washington, DC.

Reviewers of applications report that an application written in a format that follows the peer review criteria and contains a separate budget section, greatly facilitates the review process. Such a format would appear as follows:

SECTION A: Application face page

SECTION B: Budget pages/budget narrative

SECTION C: Abstract (one page)

SECTION D: Narrative:

- Need for the Project
- Project Design
- Project Services
- Project Personnel
- Project Resources
- Management Plan

- Project Evaluation
- Demonstrated Relationships with Service Providers and Consumers

SECTION E: Appendices (assurances/certifications, one-page resumes, bibliography, letters of support, etc)

There is a cost-share requirement for grantees under the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program. This cost share will be negotiated on a grant by grant basis at the time of award. Under 34 CFR 75.562, it is not possible for grantees to identify the difference between a negotiated indirect cost rate and the eight percent maximum indirect cost rate applicable to training grants as the non-Federal share of the cost of a project.

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR)

Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program grants are subject to the requirements of the Education Department General Administrative Regulations at 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 85, and 86. These regulations set forth all general rules affecting application submittal, review, grant awarding, and post-award administration of Department of Education grant programs.

Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program projects are subject to the requirements for “Intergovernmental Review of Department of Education Programs and Activities,” found in 34 CFR Part 79 of EDGAR. If your State has established a process for intergovernmental review, you must use that process. Applicants should review the material in this kit for information on the intergovernmental review process.

APPLICATION PROCEDURES

Please note that in Fiscal Year 1995 the Department of Education implemented changes in the way continuation grant awards are made. As part of the Administration’s Reinventing Government Initiative, the National Performance Review urged the Department to eliminate the continuation application process and replace it with “yearly program progress reports focusing on program outcomes and problems related to program implementation and service delivery.”

Therefore, **applicants for multi-year projects are required to provide detailed budget information for each of the five project years.** The Department will determine at the time of the initial award, the funding levels for each year of the grant award. RSA requires annual Performance reports, and uses those reports to determine progress and to make a decision as to whether or not to continue funding the project. These reports must be submitted to the designated RSA Project Officer.

APPLICATION TRANSMITTAL INSTRUCTIONS

You are encouraged to overnight-mail or hand-deliver the original and two copies of the application on or before the closing date that is indicated on the cover of this application kit. Overnight mailing, hand delivery and regular mailing addresses are indicated in Section H (page H-1). It will expedite the review process if four additional copies (for a total of seven – one original and six copies) are submitted to the Application Control Center in Washington, D.C., and a copy is

submitted to the respective Rehabilitation Services Administration (RSA) Regional Office.

Applicants may contact their Regional Office Specialists for Deafness and Communicative Disorders or the Competition Manager to discuss any matters relating to this competition. Regional Office Specialists are indicated in Section C of this kit. The Competition Manager is Ms. Mary Lovley, who may be reached at (202) 205-9393. If you use a telecommunications device for the deaf (TDD), you may call may call the TDD number at (202) 401-3664.

Your concern for the training of skilled interpreters to meet the communications needs of individuals who are deaf and individuals who are deaf-blind is appreciated.

Sincerely,

_____-S-_____
Fredric K. Schroeder, Ph.D.
Commissioner

SECTION B

DEAFNESS AND COMMUNICATIVE DISORDERS BRANCH COMPETITION MANAGER

Mary F. Lovley
Department of Education, RSA
400 Maryland Avenue, SW
Switzer Building, Room 3217
Washington, DC 20202-2736
Telephone (202) 205-9393
TDD (202) 401-3664

SECTION C

RSA REGIONAL OFFICE SPECIALISTS FOR DEAFNESS AND COMMUNICATIVE DISORDERS

Region I

(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island,
Vermont)

Mr. Joseph Farrell

U.S. Department of Education, OSERS
Rehabilitation Services Administration
J.W. McCormack POCH, Room 232
Boston, MA 02109
(617) 223-4092 (V)
(617) 223-4097 (TDD)
(617) 223-4573 (FAX)
e-mail: Joseph_Farrell@ed.gov

Region II

(New Jersey, New York, Puerto Rico
Virgin Islands)

Mr. Anthony Spinelli

U.S. Department of Education, OSERS
Rehabilitation Services Administration
75 Park Place, Room 1208
New York, NY 10007
(212) 637-6453 (V)
(202) 264-4028 (TDD)
(212) 264-3029 (FAX)
e-mail: Anthony_Spinelli@ed.gov

Region III

(Delaware, Maryland, Pennsylvania,
Virginia, West Virginia, DC)

Mr. Keith Beichner

U.S. Department of Education, OSERS
Rehabilitation Services Administration
The Wanamaker Building, Suite 512
100 Penn Square East
Philadelphia, PA 19107
(215) 656-6030 (V)
(215) 656-6186 (TDD)
(215) 656-6188 (FAX)
e-mail: Keith_Beichner@ed.gov

Region VII

Region IV

(Alabama, Florida, Georgia,
Kentucky, Mississippi, North
Carolina, South Carolina, Tennessee)

Mr. Greg Paul

U.S. Department of Education, OSERS
Rehabilitation Services Administration
61 Forsyth Street, SW, Room 18T91
Atlanta, GA 30303
(404) 562-6330 (V)
(404) 562-6338 (TDD)
(404) 562-6346 (FAX)
e-mail: Greg_Paul@ed.gov

Region V

(Illinois, Indiana, Michigan, Ohio,
Minnesota and Wisconsin)

{Vacant}

U.S. Department of Education, OSERS
Rehabilitation Services Administration
111 North Canal Street, Suite 1048
Chicago, IL 60606-7204
(312) 886-8630 (V)
(312) 353-8623 (FAX)
For questions, contact the RSA Central Office

Region VI

(Arkansas, Louisiana, New
Mexico, Oklahoma, Texas)

Ms. Mourene Tesler

U.S. Department of Education, OSERS
Rehabilitation Services Administration
Federal Office Building, Suite 310
1244 Speer Boulevard
Denver, CO 80204-3582
(303) 844-6079 (V)
(303) 844-6079 (TDD)
(303) 844-6269 (FAX)
e-mail: Mourene_Tesler@ed.gov

Region IX

(Iowa, Kansas, Missouri,
Nebraska)

Ms. Mari Kierstein

U.S. Department of Education, OSERS
Rehabilitation Services Administration
10220 North Executive Hills Boulevard
Kansas City, MO 64153
(816) 880-4103 (V)
(816) 880-0985 (TDD)
(816) 891-0807 (FAX)
e-mail: Mari_Kierstein@ed.gov

Region VIII

(Colorado, Montana, North
Dakota, South Dakota, Utah,
Wyoming)

Ms. Mourene Tesler

Training Specialist
U.S. Department of Education, OSERS
Rehabilitation Services Administration
Federal Office Building, Suite 310
1244 Speer Boulevard
(303) 844-6079 (V)
(303) 844-6079 (TDD)
(303) 844-6269 (FAX)
e-mail: Mourene_Tesler@ed.gov

(American Samoa, Arizona, California,
Commonwealth of the Northern Mariana
Islands, Guam, Hawaii, Nevada, Republic
of Palau)

Mr. Bill Schubauer

U.S. Department of Education, OSERS
Rehabilitation Services Administration
50 United Nations Plaza, Room 215
San Francisco, CA 94102
(415) 556-4070 (V)
(415) 437-7845 (TDD)
(415) 437-7848 (FAX)
e-mail: Bill_Schubauer@ed.gov

Region IX

(Alaska, Idaho, Oregon, Washington)

Ms. Kathleen West-Evans

U.S. Department of Education, OSERS
Rehabilitation Services Administration
915 Second Avenue, Room 2848
Seattle, WA 98174-1099
(206) 220-7848 (V)
(206) 220-7849 (TDD)
(206) 220-7842 (FAX)
e-mail: Kathleen_West-Evans@ed.gov

SECTION D

NOTICE OF FINAL PRIORITIES

4000-01-U

DEPARTMENT OF EDUCATION

Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who Are Deaf-Blind

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice of final priorities for fiscal year (FY) 2000 and subsequent fiscal years

SUMMARY: The Secretary announces final funding priorities for fiscal year (FY) 2000 and subsequent fiscal years under the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program. The Secretary takes this action to assist with the establishment of interpreter training programs or to assist ongoing programs to train a sufficient number of skilled interpreters throughout the country to meet the communication needs of individuals who are deaf and individuals who are deaf-blind by-- (a) Training manual, tactile, oral, and cued speech interpreters; (b) Ensuring the maintenance of the skills of interpreters; and (c) Providing opportunities for interpreters to raise their level of competence.

EFFECTIVE DATE: These priorities are effective October 1, 1999.

FOR FURTHER INFORMATION CONTACT: Mary Lovley, U.S. Department of Education, 400 Maryland Avenue, SW., room 3217 Mary E. Switzer Building, Room 3217, Washington, D.C. 20202-2736. Telephone: (202) 205-9393. If you use a telecommunications device for the deaf (TDD), you may call the TDD number at (202) 401-3664. Internet address: Mary_Lovley@ed.gov

Individuals with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

SUPPLEMENTARY INFORMATION: The Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program is authorized under section 302(f) of the Rehabilitation Act of 1973, as amended.

On May 10, 1999 the Secretary published a notice of proposed priorities for this program in the Federal Register (64 FR 25140). This notice of final priorities contains three changes from the notice of proposed priorities. All three changes are to Priority 1 -- National Project with Major Emphasis on Distance Education as a Medium for Interpreter Training. The first change added Hawaii to the list of States that have no degree-granting interpreter training program. The second change added a requirement that a project must ensure that curricula are developed or

modified with input from a culturally diverse, consumer-based consortium. The third change added a requirement that the project must evaluate the effectiveness of training interpreters using the distance education curricula. The changes are fully explained in the Analysis of Comments and Changes located elsewhere in this notice.

NOTE: This notice of final priorities does not solicit applications. In any year in which the Secretary chooses to use these priorities, the Secretary invites applications through a notice in the Federal Register. A notice inviting applications under these competitions is published in a separate notice elsewhere in this issue of the Federal Register.

Analysis of Comments and Changes

In response to the Secretary's invitation in the notice of proposed priorities, 27 parties submitted comments on or before the June 9, 1999 deadline. An analysis of the comments and of the changes in the priorities since publication of the notice of proposed priorities follows. Please note that we address only those issues on which substantive comments were received. Generally, we do not address technical and other minor changes — and suggested changes the law does not authorize the Secretary to make.

General Comments

Comments: Two commenters suggested that a priority to train educational interpreters be added.

Discussion: We recognize the importance of training interpreters to work in the educational environment. We support projects to train educational interpreters through the Personnel Preparation to Improve Services and Results for Children with Disabilities, Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities competition (CFDA 84.029A) in the Office of Special Education Programs (OSEP). In addition, in fiscal year (FY) 1990 we supported a national project under the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program in the Rehabilitation Services Administration (RSA) to focus on the development of a curriculum on interpreting in the educational environment. This curriculum is currently being used by OSEP educational interpreter training grantees and continues to be distributed by Northwestern Connecticut Community-Technical College and the National Clearinghouse of Rehabilitation Training Materials. Feedback received from the field is that this curriculum is still current and appropriate. Further, Priority 2 requires the use of model curricula developed by recent and current RSA-funded national interpreter training projects, including the curriculum that emphasizes interpreting in educational settings. Finally, the training conducted by the regional programs may have an impact on educational settings in addition to other settings.

Changes: None.

Comments: Two commenters supported the two proposed funding priorities, but also recommended that the Department support research on the value of educational interpreting for students who are deaf and hard of hearing at all educational levels. One commenter recommended that research be conducted to investigate the problem of how best to remedy the need for interpreters. Another commenter recommended numerous research questions regarding

interpreter training and interpreter ethics and suggested that this research would best be done by a national center committed to research.

Discussion: We appreciate this support and note that the regulations in 34 CFR 396.1 define the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program as a training program. Research is beyond the scope of this program. We will share these comments with the appropriate individuals in OSEP and the National Institute on Disability and Rehabilitation Research (NIDRR).

Changes: None.

Comments: One commenter supported the two proposed funding priorities, and two commenters recommended that the Department establish an additional priority to support the cost of establishing additional distance education sites and enhance existing technologies to allow for quality skill-based training via video technologies.

Discussion: As previously stated, the regulations for this program define it as a training program. Developing and enhancing the technological infrastructure is beyond the scope of this program.

Changes: None.

Comments: Three commenters recommended that the priorities include the provision of stipends to students.

Discussion: Training stipends are not authorized under the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program.

Changes: None.

Comment: One commenter indicated that there is a need for small, centrally located programs that are nationally funded to help train new interpreters and upgrade the skills of the persons working in the field.

Discussion: We recognize the need for centrally located interpreter training programs and plan to continue to support 10 regional interpreter training programs.

Changes: None.

Comment: One commenter recommended that funding needs to go to an organization or company to ensure that interpreters are current with their training and are receiving training in all aspects of interpreting and that more stringent renewal of interpreters' certification is needed.

Discussion: We believe that it is the role of the professional interpreter certifying organizations to monitor the training activities and certification requirements of the professionals in the field and not the role of the Federal Government.

Changes: None.

Priority 1 -- National Project with Major Emphasis on Distance Education as a Medium for Interpreter Training

Comments: Two commenters indicated that Hawaii has no degree-granting interpreter training program.

Discussion: The interpreter training program currently offered through the Office of Continuing Education and Training at Kapiolani Community College on the island of Oahu is a 2-year, non-credit, non-degree-granting program. Therefore, Hawaii should be listed among those States that do not have a degree-granting interpreter training program.

Changes: Language in the priority has been changed to include Hawaii.

Comment: One commenter stated that the proposed priority lacked formal recognition of the need for various stakeholders to collaborate and work together effectively to make needs known and devise methods or provide feedback about the appropriate technology to meet the needs in any given locality.

Discussion: We note that Priority 2 – National Project with Major Emphasis on Training Interpreter Educators requires that the curricula be developed with input from a culturally diverse, consumer-based consortium. Priority 1 -- National Project with Major Emphasis on Distance Education as a Medium for Interpreter Training does not have such a statement, and we recognize the value of stakeholders' participation in funded activities.

Changes: We have added a statement to Priority 1 requiring that curricula be developed or modified with input from a culturally diverse, consumer-based consortium.

Comment: One commenter supported Priority 1 and recommended placing an emphasis on a specific brand of video conferencing equipment and providing general information on the most advanced and appropriate equipment.

Discussion: We refrain from making reference to specific technology or from providing descriptions of the most advanced equipment in this priority because the rate of technology advancement may render those statements obsolete prior to the start of the project.

Changes: None.

Comment: One commenter supported Priority 1 and recommended the inclusion of a statement requiring the development and implementation of strategic planning approaches focusing on collaborative working relationships between two or more higher education institutions.

Discussion: One of the requirements of the priority is to provide technical assistance, and the commenter's recommendation is one action that could fall under the required technical assistance. We do not wish to dictate any specific technical assistance activities.

Changes: None.

Comment: One commenter supported both funding priorities, but questioned the necessity of requiring the National Project with Major Emphasis on Distance Education as a Medium for Interpreter Training to be national in scope. The commenter stated that having the training project regionally or locally based may be a more effective way of recruiting, developing, and maintaining interpreters in underserved areas.

Discussion: We recognize the need for regionally based interpreter training programs and plan to continue to support 10 regional interpreter training programs.

Changes: None.

Comments: Two commenters supported both priorities, but questioned whether the technology of video conferencing is an adequate tool for teaching the signing skills necessary for quality interpreting and cautioned against replacing the mentor-student interaction needed to provide comprehensive interpreter training through practicum and fieldwork experiences.

Discussion: We recognize that video conferencing, if it were used alone, may not be an adequate tool for teaching sign language and interpreting. However, as with any distance education instruction, distance interpreter education is not limited to video conferencing technology. While the priority requires technical assistance on the proper use of the most current and available technologies, such as video conferencing, videotaping, Internet web classes and chat rooms, e-mail, and voice mail, this does not preclude the simultaneous use of non-technical approaches to distance education such as on-site mentoring, use of printed or videotaped material, association with deaf, hard of hearing, or deaf-blind individuals or groups, and practicum experiences.

Changes: None.

Comment: One commenter expressed concern about the computer and technology literacy of individuals who would be engaged in distance learning and recommended providing funds to employ geographically proximate “circuit riders” to address this concern.

Discussion: We recognize that the use of “circuit riders” is one possible approach to improving or ensuring the computer and technology literacy of individuals interested in participating in distance interpreter education opportunities. We expect that proposals will address this, among other concerns, and do not wish to prescribe any one method or approach.

Changes: None.

Comment: One commenter stated that there is no discussion of any type of evaluation or methods of measuring the effectiveness of training interpreters using the distance education curricula prior to its dissemination.

Discussion: There is a requirement to provide technical assistance to interpreter training programs on the feasibility and effectiveness of distance interpreter education. We agree with the importance of evaluating the effectiveness of training interpreters using the distance education curricula.

Changes: We have added an evaluation requirement to the priority.

Comment: One commenter stated that dissemination is a critical issue and that having the information in several different formats or ways would be beneficial.

Discussion: There is a requirement that the packaged distance education curricula be disseminated to interpreter educators nationwide. The proposals would identify how the potential projects plan to carry out this requirement.

Changes: None.

Priority 2 -- National Project with Major Emphasis on Training Interpreter Educators

Comments: Two commenters supported Priority 2, with one commenter requesting that this

priority be weighted more heavily than Priority 1 and the other commenter requesting that the mentoring portion of this priority be given sufficient weight and earmarked funding to ensure that it is addressed.

Discussion: We appreciate this support, but note that these priorities are not assigned weights.

Changes: None.

Comment: One commenter supported both priorities including the focus on identifying and updating or developing a model mentor training curriculum and training experienced interpreters or interpreter educators to serve as mentors, but only if the rural and island areas of Hawaii will have effective use of them.

Discussion: The priority requires that the mentor training program train mentors to serve in a variety of situations or environments, including various regions and culturally diverse environments. We believe that this requirement will allow Hawaii, and other States with unique needs, to make effective use of the curriculum and the trained mentors.

Changes: None.

Comments: Two commenters supported both priorities, but suggested that Priority 2 also include curriculum for training interpreters in mental health, educational, medical, legal, and other environments requiring specialized training.

Discussion: We recognize the need for training interpreters to work in environments requiring specialized training and believe that the priority is broad enough to permit the development of curriculum, or training of interpreters, in specialized settings. However, there is no basis to require the grantee to include the settings requested by the commenter.

Changes: None.

Comment: One commenter supported both priorities, but asked that steps be taken to ensure that members of the deaf, hard of hearing, and deaf-blind communities are afforded the opportunity to participate in the training programs and, for those who are qualified, to become part of the interpreter educator staff. This commenter also requested that the material adaptation and interpreter educator training not overlook the regional and often local diversity in sign language and cultural backgrounds.

Discussion: We agree that consumer involvement is crucial to a successful program and note that the priority specifically requires that the curricula be developed with input from a culturally diverse, consumer-based consortium. We also note that the priority requires that training be available to culturally diverse audiences and be sensitive to the needs of all audiences. These culturally diverse audiences would include, among the many other forms of diversity, training available to individuals who are deaf, hard of hearing, or deaf-blind.

Changes: None.

PRIORITIES:

Under 34 CFR 75.105(c)(3) the Secretary gives an absolute preference to applications that meet one of the following priorities. The Secretary funds under these competitions only applications that

meet one of these absolute priorities:

Priority 1 -- National Project with Major Emphasis on Distance Education as a Medium for Interpreter Training (84.160B)

Background:

Historically interpreter training programs have been located in colleges and universities in metropolitan areas or in areas of high population. While demand for interpreter services exceeds the supply of interpreters even in metropolitan areas, the dearth of interpreters in rural areas is marked. A Study of Interpreter Services for Persons Who are Deaf or Hard of Hearing, published in 1993, concluded that “there is sufficient work/need for additional professional interpreters in every state and many major communities.” Organizations such as the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID) have also identified the shortage of qualified interpreters. Some States, such as Alaska, Hawaii, Idaho, Montana, Nebraska, Nevada, North Dakota, Rhode Island, Vermont, and West Virginia, as well as Puerto Rico, the U.S. Virgin Islands, and the Trust Territories of the Pacific other than Guam, have no degree-granting interpreter training program. Due to the relatively sparse population in large geographical areas, student enrollment may not be sufficient to support interpreter training programs should they be established in these areas. As a result, individuals living in these States or areas who are interested in obtaining interpreter training must seek that training at a great distance from their homes. Further, the few working interpreters living in these States or areas who wish to maintain or upgrade their skills often find it difficult to locate nearby sources for continuing education. Distance education can help fill this void. The challenge, however, is to effectively deliver the interpreter training curricula, which is a skill-based, visual-based curricula rather than a knowledge-based or text-based curricula. Therefore, it is of critical importance that interpreter-training curricula be modified to make the best use of a blend of all of the available technologies, such as video conferencing, Internet web classes and chat rooms, e-mail, and voice mail. With proper curricular modifications, interpreter training can be provided via distance education to rural areas, remote locations, and areas with low populations in a cost-effective manner.

RSA has determined that a national project is needed that will focus on adapting existing model interpreter training curricula used by 2-year and 4-year interpreter training programs for delivery via distance education. In addition, there is a need for technical assistance to, and coordination and cooperation with, interpreter training programs across the Nation on matters related to the use of distance education as a medium for interpreter training.

Priority:

A project must—

- Be national in scope;
- Adapt or modify existing model interpreter training curricula or develop new appropriate interpreter training curricula for delivery via distance education and package it for easy use by the RSA-funded regional interpreter training projects and other trainers and interpreter training programs;
- Ensure that the curricula are developed or modified with input from a culturally

- diverse, consumer-based consortium;
- Evaluate the effectiveness of training interpreters using the distance education curricula;
- Develop detailed instruction manuals to accompany each packaged curriculum;
- Provide technical assistance to interpreter training programs on the feasibility and effectiveness of distance interpreter education;
- Establish cooperative working relationships with the RSA-funded regional interpreter training projects;
- Furnish technical assistance to the RSA-funded regional interpreter training projects in developing and using distance education as a mechanism for training interpreters to meet the communication needs of individuals who are deaf, hard of hearing, or deaf-blind in their regions;
- Provide technical assistance and professional development opportunities for interpreter trainers across the Nation on the development and use of distance education as a mechanism for training interpreters to meet the communication needs of individuals who are deaf, hard of hearing, or deaf-blind. The technical assistance must address matters such as the proper use of the distance interpreter education curriculum; the proper use of the most current and available technologies, such as video conferencing, videotaping, Internet web classes and chat rooms, e-mail, and voice mail; the technical infrastructure needed to successfully conduct distance interpreter education; and the policy implications and barriers that exist in providing distance interpreter education across a State or across State lines (e.g., classification of distance education students as in-State or out-of-State, the geographic area the institution is designed to serve, etc.); and
- Disseminate the packaged distance education curricula to interpreter educators nationwide.

Priority 2 -- National Project with Major Emphasis on Training Interpreter Educators (84.160C)

Background:

In order to train qualified interpreters, interpreter educators must be both sufficient in number and current in knowledge and best practices. There are, however, very few programs that prepare interpreter educators to teach the interpreting process and the skill of interpreting. As a result, many faculty teaching at the 100-plus interpreter training programs have had little or no opportunity to study how to teach interpretation. Further, over the last 10 years RSA has funded the development of model curricula emphasizing the interpreting needs of culturally diverse communities, deaf-blind interpreting, and interpreting in educational and rehabilitation environments. Due to the low number of programs to train interpreter educators, this curriculum is not being shared widely and, as a result, is not being used extensively.

The model curricula on interpreting in educational environments and interpreting in rehabilitation environments is available at the National Clearinghouse of Rehabilitation Training Materials at Oklahoma State University, 5202 Richmond Hill Drive, Stillwater, OK 74078-4080. The model curricula on the interpreting needs of culturally diverse communities and interpreting for individuals who are deaf-blind are being developed under currently funded projects. These

curricula will be available at the National Clearinghouse of Rehabilitation Training Materials once these projects have completed their activities. The project developing the model curriculum on the interpreting needs of culturally diverse communities ends on December 31, 2000, and the project developing the model curriculum on interpreting for individuals who are deaf-blind ends on September 30, 2000.

Another aspect of training a sufficient number of qualified interpreters is the practice of mentoring. Mentors are experienced interpreters and interpreter educators who provide one-on-one technical assistance to novice interpreters or to working interpreters who wish to improve or expand their skills or work toward certification. While “mentoring is not a substitute for comprehensive interpreter education or for the internships and practicums associated with such formal training” (RID Standard Practice Paper on “Mentoring”), it supports and augments the training received in those settings. While the field of interpreting embraces the use of mentoring, there is no established uniform mechanism for training individuals to serve as mentors.

In order to train a sufficient number of qualified interpreters throughout the country, there is a need to increase the number of highly trained interpreter educators and mentors. A national project is needed to address these issues.

Priority:

A project must—

- Be national in scope;
- Develop a new curriculum, or update a former or existing curriculum, to prepare interpreter educators and, once this is developed, use it to train both working interpreter educators who need to obtain, enhance, or update their training and new interpreter educators. This newly developed or updated curriculum must include all issues pertinent to the training of interpreters and the use of the model curricula developed by recent and current RSA-funded national interpreter training projects that emphasize the interpreting needs of culturally diverse communities, interpreting for deaf-blind individuals, and interpreting in educational and rehabilitation environments;
- Identify and update or develop a model mentor training curriculum that includes elements such as diagnostic assessment, goal setting, discourse analysis, and effective feedback provision and, once this is developed, train experienced interpreters or interpreter educators to serve as mentors. This mentor training program must train mentors to serve in a variety of situations or environments (i.e., in urban and rural settings; in various regions; in culturally diverse environments; in situations in which various modes of communication (deaf-blind, oral, cued speech, etc.) are present; in specialized settings (legal, medical, educational, etc.); and with interns at varying skill levels, etc.);
- Provide technical assistance to organizations or bodies establishing mentorship programs and to existing mentorship programs on all aspects of mentoring, including the identification of trained mentors;
- Ensure that the curricula are developed with input from a culturally diverse, consumer-based consortium;
- Ensure that training is available to culturally diverse audiences and is sensitive to the needs of all audiences;

- Use innovative as well as traditional approaches to the provision of training (i.e., distance education, short-term intensive training sessions or seminars, delivering training to communities in need, etc.); and
- Establish cooperative relationships with the regional interpreter training projects the Secretary plans to propose in fiscal year 2000.

Goals 2000: Educate America Act

The Goals 2000: Educate America Act (Goals 2000) focuses the Nation's education reform efforts on the eight National Education Goals and provides a framework for meeting them.

Goals 2000 promotes new partnerships to strengthen schools and expands the Department's capacities for helping communities to exchange ideas and obtain information needed to achieve the goals.

These priorities support the National Education Goal that, by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. The priorities further the objectives of this Goal by focusing available funds on projects that train a sufficient number of qualified interpreters throughout the country to meet the communication needs of individuals who are deaf or hard of hearing and individuals who are deaf-blind. Training and improving the manual, tactile, oral, and cued speech interpreting skills of interpreters working in vocational rehabilitation environments will improve the ability of individuals who are deaf or hard of hearing and individuals who are deaf-blind to function successfully in their vocational pursuits.

INTERGOVERNMENTAL REVIEW:

This program is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR part 79. The objective of the Executive order is to foster an intergovernmental partnership and a strengthened federalism by relying on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

In accordance with the order, this document is intended to provide early notification of the Department's specific plans and actions for this program.

Electronic Access to This Document

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at either of the following sites:

<http://ocfo.ed.gov/fedreg.htm>

<http://www.ed.gov/news.html>

To use the PDF you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have questions about using the PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

<http://www.access.gpo.gov/nara/index.html>

(Catalog of Federal Domestic Assistance Number 84.160, Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind)

Program Authority: 29 U.S.C.772(f)

Dated:

_____-S-_____
Judith E. Heumann,
Assistant Secretary for
Special Education and
Rehabilitative Services.

SECTION E

NOTICE INVITING APPLICATIONS FOR NEW AWARDS

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA Nos.: 84.160A, 84.160B, and 84.160C)

Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind
Notice inviting applications for new awards for fiscal year (FY) 2000.

PURPOSE OF PROGRAM: The purpose of this program is to assist with the establishment of interpreter training programs or to assist ongoing programs to train a sufficient number of skilled interpreters throughout the country to meet the communication needs of individuals who are deaf and individuals who are deaf-blind by -- (a) Training manual, tactile, oral, and cued speech interpreters; (b) Ensuring the maintenance of the skills of interpreters; and (c) Providing opportunities for interpreters to raise their level of competence.

ELIGIBLE APPLICANTS: Public and private nonprofit agencies and organizations, including institutions of higher education, are eligible for assistance under this program.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: November 8, 1999

DEADLINE FOR INTERGOVERNMENTAL REVIEW: January 7, 2000

APPLICATIONS AVAILABLE: September 7, 1999

ESTIMATED AVAILABLE FUNDS: \$2,100,000

ESTIMATED RANGE OF AWARDS: Regional projects: \$120,000 to \$160,000; National Projects: \$250,000 to \$300,000

ESTIMATED AVERAGE SIZE OF AWARDS: Regional projects: \$140,000; National Projects: \$270,800

ESTIMATED NUMBER OF AWARDS: Regional projects: 10. One project will be awarded in each of the 10 RSA regions; National projects: 2.

NOTE: The Department is not bound by any estimates in this notice.

MAXIMUM AWARD: Regional Projects: In no case does the Secretary make an award greater than \$160,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. National

Projects: In no case does the Secretary make an award greater than \$300,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount.

PROJECT PERIOD: Up to 60 months.

PAGE LIMIT: Part III of the application, the application narrative, is where you, the applicant, address the selection criteria used by reviewers in evaluating the application. You must limit Part III to the equivalent of no more than 35 pages for regional projects and no more than 50 pages for national projects, using the following standards:

- (1) A “page” is 8.5” x 11”, on one side only with 1” margins at the top, bottom, and both sides.
- (2) You must double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.

If you use a proportional computer font, you may not use a font smaller than a 12-point font or an average character density greater than 18 characters per inch. If you use a nonproportional font or a typewriter, you may not use more than 12 characters per inch.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, you must include all of the application narrative in Part III.

If, in order to meet the page limit, you use print size, spacing, or margins smaller than the standards specified in this notice, we will not consider your application for funding.

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, and 86; and (b) The regulations for this program in 34 CFR parts 385 and 396.

PRIORITIES

National Projects (CFDA Nos. 84.160B and 84.160C): The competitions focus on projects designed to meet one or more of the priorities in the notice of final priorities for this program published elsewhere in this issue of the Federal Register. These priorities are as follows:

Priority 1 (CFDA No. 84.160B) -- National Project with Major Emphasis on Distance Education as a Medium for Interpreter Training

Priority 2 (CFDA No. 84.160C) -- National Project with Major Emphasis on Training Interpreter Educators

For FY 2000 each of the priorities is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet one of the priorities.

Regional Projects (CFDA No. 84.160A): For FY 2000, the competition for new awards focuses on projects designed to meet the priority in the regulations for this program (34 CFR 396.5), as follows:

Projects that provide training in interpreting skills for persons preparing to serve, and

persons who are already serving, as interpreters for individuals who are deaf and as interpreters for individuals who are deaf-blind in public and private agencies, schools, and other service-providing institutions.

For FY 2000 this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet the priority.

SELECTION CRITERIA: In evaluating an application for a new grant under these competitions, the Secretary uses selection criteria chosen from the general selection criteria in 34 CFR 75.210 of EDGAR and the selection criterion in 34 CFR 396.31. The selection criteria to be used for these competitions will be provided in the application package for these competitions.

FOR APPLICATIONS CONTACT: Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), you may call (toll free): 1-877-576-7734. You may also contact ED Pubs via its web site (<http://www.ed.gov/pubs/edpubs.html>) or its E-mail address (edpubs@inet.ed.gov).

Individuals with disabilities may obtain a copy of the application package in an alternate format by contacting the Grants and Contracts Service Team, U.S. Department of Education, 400 Maryland Avenue, SW., room 3317, Switzer Building, Washington, DC 20202-2550. Telephone: (202) 205-8351. If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service (FIRS) at 1-800-877-8339. However, the Department is not able to reproduce in an alternate format the standard forms included in the application package.

FOR FURTHER INFORMATION CONTACT: Mary Lovley, U.S. Department of Education, 400 Maryland Avenue, SW., (room 3217, Switzer Building), Washington, DC 20202-2736. Telephone: (202) 205-9393. If you use a telecommunications device for the deaf (TDD), you may call the TDD number at (202) 401-3664.

Individuals with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

Electronic Access to This Document

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at either of the following sites:

<http://ocfo.ed.gov/fedreg.htm>

<http://www.ed.gov/news.html>

To use the PDF you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have questions about using the PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal

Regulations is available on GPO Access at:
<http://www.access.gpo.gov/nara/index.html>

PROGRAM AUTHORITY: 29 U.S.C. 772(f)

Dated:

_____-S-_____
Judith E. Heumann,
Assistant Secretary for
Special Education and
Rehabilitative Services.

SECTION F

Section 301 of the Rehabilitation Act, Section 302 of the Rehabilitation Act and Associated Regulations

Section 301 of the Rehabilitation Act,

Sec. 301. Declaration of Purpose and Competitive Basis of Grants and Contracts

(a) Purpose

It is the purpose of this title to authorize grants and contracts to--

(1)(A) provide academic training to ensure that skilled personnel are available to provide rehabilitation services to individuals with disabilities through vocational, medical, social, and psychological rehabilitation programs (including supported employment programs), through economic and business development programs, through independent living services programs, and through client assistance programs; and

(B) provide training to maintain and upgrade basic skills and knowledge of personnel (including personnel specifically trained to deliver services to individuals with disabilities whose employment outcome is self-employment or telecommuting) employed to provide state-of-the-art service delivery and rehabilitation technology services;

(2) conduct special projects and demonstrations that expand and improve the provision of rehabilitation and other services (including those services provided through community rehabilitation programs) authorized under this Act, or that otherwise further the purposes of this Act, including related research and evaluation;

(3) provide vocational rehabilitation services to individuals with disabilities who are migrant or seasonal farmworkers;

(4) initiate recreational programs to provide recreational activities and related experiences for individuals with disabilities to aid such individuals in employment, mobility, socialization, independence, and community integration; and

(5) provide training and information to individuals with disabilities and the individuals' representatives, and other appropriate parties to develop the skills necessary for individuals with disabilities to gain access to the rehabilitation system and statewide workforce investment systems and to become active decisionmakers in the rehabilitation process.

(b) Competitive Basis of Grants and Contracts

The Secretary shall ensure that all grants and contracts are awarded under this title on a competitive basis.

Section 302 of the Rehabilitation Act

Sec. 302. Training

(a) Grants and Contracts for Personnel Training

(1) Authority

The Commissioner shall make grants to, and enter into contracts with, States and public or nonprofit agencies and organizations (including institutions of higher education) to pay part of the cost of projects to provide training, traineeships, and related activities, including the provision of technical assistance, that are designed to assist in increasing the numbers of, and upgrading the skills of, qualified personnel (especially rehabilitation counselors) who are trained in providing vocational, medical, social, and psychological rehabilitation services, who are trained to assist individuals with communication and related disorders, who are trained to provide other services provided under this Act, to individuals with disabilities, and who may include--

(A) personnel specifically trained in providing employment assistance to individuals with disabilities through job development and job placement services;

(B) personnel specifically trained to identify, assess, and meet the individual rehabilitation needs of individuals with disabilities, including needs for rehabilitation technology;

(C) personnel specifically trained to deliver services to individuals who may benefit from receiving independent living services;

(D) personnel specifically trained to deliver services in the client assistance programs;

(E) personnel specifically trained to deliver services, through supported employment programs, to individuals with a most significant disability; and

(F) personnel specifically trained to deliver services to individuals with disabilities pursuing self-employment, business ownership, and telecommuting; and

(G) personnel trained in performing other functions necessary to the provision of vocational, medical, social, and psychological rehabilitation services, and other services provided under this Act.

(2) Authority to provide scholarships

Grants and contracts under paragraph (1) may be expended for scholarships and may include necessary stipends and allowances.

(3) Related federal statutes

In carrying out this subsection, the Commissioner may make grants to and enter into contracts with States and public or nonprofit agencies and organizations, including institutions of higher education, to furnish training regarding provisions of Federal statutes, including section 504, title I of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq.), and the provisions of titles II and XVI of the Social Security Act (42 U.S.C. 401 et seq. and 1381 et seq.), that are related to work incentives for individuals with disabilities.

(4) Training for statewide workforce systems personnel

The Commissioner may make grants to and enter into contracts under this subsection with States and public or nonprofit agencies and organizations, including institutions of higher education, to furnish training to personnel providing services to individuals with disabilities under title I of the Workforce Investment Act of 1998. Under this paragraph, personnel may be trained--

(A) in evaluative skills to determine whether an individual with a disability may be served by the State vocational rehabilitation program or another component of a statewide workforce investment system; or

(B) to assist individuals with disabilities seeking assistance through one-stop delivery systems described in section 134(c) of the Workforce Investment Act of 1998.

(5) Joint funding

Training and other activities provided under paragraph (4) for personnel may be jointly funded with the Department of Labor, using funds made available under title I of the Workforce Investment Act of 1998.

(b) Grants and Contracts for Academic Degrees and Academic Certificate Granting Training Projects

(1) Authority

(A) In general

The Commissioner may make grants to, and enter into contracts with, States and public or nonprofit agencies and organizations (including institutions of higher education) to pay part of the costs of academic training projects to provide training that leads to an academic degree or academic certificate. In making such grants or entering into such contracts, the Commissioner shall target funds to areas determined under subsection (e) to have shortages of qualified personnel.

(B) Types of projects

Academic training projects described in this subsection may include--

(i) projects to train personnel in the areas of assisting and supporting individuals with disabilities pursuing self-employment, business ownership, and telecommuting, and of vocational rehabilitation counseling, rehabilitation technology, rehabilitation medicine, rehabilitation nursing, rehabilitation social work, rehabilitation psychiatry, rehabilitation psychology, rehabilitation dentistry, physical therapy, occupational therapy, speech pathology and audiology, physical education, therapeutic recreation, community rehabilitation programs, or prosthetics and orthotics;

(ii) projects to train personnel to provide--

(I) services to individuals with specific disabilities or individuals with disabilities who have specific impediments to rehabilitation, including individuals who are members of populations that are unserved or underserved by programs under this Act;

(II) job development and job placement services to individuals with disabilities;

(III) supported employment services, including services of employment specialists for individuals with disabilities;

(IV) specialized services for individuals with significant disabilities; or

(V) recreation for individuals with disabilities;

(iii) projects to train personnel in other fields contributing to the rehabilitation of individuals with disabilities; and

(iv) projects to train personnel in the use, applications, and benefits of rehabilitation technology.

(2) Application

No grant shall be awarded or contract entered into under this subsection unless the applicant has submitted to the Commissioner an application at such time, in such form, in accordance with such procedures, and including such information as the Secretary may require, including--

(A) a description of how the designated State unit or units will participate in the project to be funded under the grant or contract, including, as appropriate, participation on advisory committees, as practicum sites, in curriculum development, and in other ways so as to build closer relationships between the applicant and the designated State unit and to encourage students to pursue careers in public vocational rehabilitation programs;

(B) the identification of potential employers that provide employment that meets the requirements of paragraph (5)(A)(i); and

(C) an assurance that data on the employment of graduates or trainees who participate in the project is accurate.

(3) Limitation

(A) In general

Except as provided in subparagraph (B), no grant or contract under this subsection may be used to provide any one course of study to an individual for a period of more than 4 years.

(B) Exception

If a grant or contract recipient under this subsection determines that an individual has a disability which seriously affects the completion of training under this subsection, the grant or contract recipient may extend the period referred to in subparagraph (A).

(4) Authority to provide scholarships

Grants and contracts under paragraph (1) may be expanded to provide services that include the provision of scholarships and necessary stipends and allowances.

(5) Agreements

(A) Contents

A recipient of a grant or contract under this subsection shall provide assurances to the Commissioner that each individual who receives a scholarship, for any academic year beginning after June 1, 1992, utilizing funds provided under such grant or contract shall enter into an agreement with the recipient under which the individual shall--

(i) maintain employment--

(I) in a nonprofit rehabilitation agency or related agency or in a State rehabilitation agency or related agency, including a professional corporation or professional practice group through which the individual has a service arrangement with the designated State agency;

(II) on a full- or part-time basis; and

(III) for a period of not less than the full-time equivalent of 2 years for each year for which assistance under this section was received by the individual, within a period, beginning after the recipient completes the training for which the scholarship was awarded, of not more than the sum of the number of years in the period described in subclause (III) and 2 additional years; and

(ii) repay all or part of any scholarship received, plus interest, if the individual does not fulfill the requirements of clause (i), except as the Commissioner by regulation may provide for repayment exceptions and deferrals.

(B) Enforcement

The Commissioner shall be responsible for the enforcement of each agreement entered into under subparagraph (A) upon completion of the training involved under such subparagraph.

(c) Grants to Historically Black Colleges and Universities

The Commissioner, in carrying out this section, shall make grants to historically Black colleges and universities and other institutions of higher education whose minority student enrollment is at least 50 percent of the total enrollment of the institution.

(d) Application

A grant may not be awarded to a State or other organization under this section unless the State or organization has submitted an application to the Commissioner at such time, in such form, in accordance with such procedures, and containing such information as the Commissioner may require. Any such application shall include a detailed description of strategies that will be utilized to recruit and train individuals so as to reflect the diverse populations of the United States as part of the effort to increase the number of individuals with disabilities, and individuals who are from linguistically and culturally diverse backgrounds, who are available to provide rehabilitation services.

(e) Evaluation and Collection of Data

The Commissioner shall evaluate the impact of the training programs conducted under this section, and collect information on the training needs of, and data on shortages of qualified personnel necessary to provide services to individuals with disabilities. The Commissioner shall prepare and submit to Congress, by September 30 of each fiscal year, a report setting forth and justifying in detail how the funds made available for training under this section for the fiscal year prior to such submission are allocated by professional discipline and other program areas. The report shall also contain findings on such personnel shortages, how funds proposed for the succeeding fiscal year will be allocated under the President's budget proposal, and how the findings on personnel shortages justify the allocations.

(f) Grants for the Training of Interpreters

(1) Authority

(A) In general

For the purpose of training a sufficient number of qualified interpreters to meet the communications needs of individuals who are deaf or hard of hearing, and individuals who are deaf-blind, the Commissioner, acting through a Federal office responsible for deafness and communicative disorders, may award grants to public or private nonprofit agencies or organizations to pay part of the costs--

(i) for the establishment of interpreter training programs; or

(ii) to enable such agencies or organizations to provide financial assistance for ongoing interpreter training programs.

(B) Geographic areas

The Commissioner shall award grants under this subsection for programs in geographic areas throughout the United States that the Commissioner considers appropriate to best carry out the objectives of this section.

(C) Priority

In awarding grants under this subsection, the Commissioner shall give priority to public or private nonprofit agencies or organizations with existing programs that have a demonstrated capacity for providing interpreter training services.

(D) Funding The Commissioner may award grants under this subsection through the use of--

(i) amounts appropriated to carry out this section; or

(ii) pursuant to an agreement with the Director of the Office of the Special Education Program (established under section 603 of the Individuals with Disabilities Education Act (as amended by section 101 of the Individuals with Disabilities Education Act Amendments of 1997 (Public Law 105-17))), amounts appropriated under section 686 of the Individuals with Disabilities Education Act.

(2) Application

A grant may not be awarded to an agency or organization under paragraph (1) unless the agency or organization has submitted an application to the Commissioner at such time, in such form, in accordance with such procedures, and containing such information as the Commissioner may require, including--

(A) a description of the manner in which an interpreter training program will be developed and operated during the 5-year period following the date on which a grant is received by the applicant under this subsection;

(B) a demonstration of the applicant's capacity or potential for providing training for interpreters for individuals who are deaf or hard of hearing, and individuals who are deaf-blind;

(C) assurances that any interpreter trained or retrained under a program funded under the grant will meet such minimum standards of competency as the Commissioner may establish for purposes of this subsection; and

(D) such other information as the Commissioner may require.

(g) Technical Assistance and In-Service Training

(1) Technical assistance

The Commissioner is authorized to provide technical assistance to State designated agencies and community rehabilitation programs, directly or through contracts with State designated agencies or nonprofit organizations.

(2) Compensation

An expert or consultant appointed or serving under contract pursuant to this section shall be compensated at a rate, subject to approval of the Commissioner, that shall not exceed the daily equivalent of the rate of pay for level 4 of the Senior Executive Service Schedule under section 5382 of title 5, United States Code. Such an expert or consultant may be allowed travel and transportation expenses in accordance with section 5703 of title 5, United States Code.

(3) In-service training of rehabilitation personnel

(A) Projects

Subject to subparagraph (B), at least 15 percent of the sums appropriated to carry out this section shall be allocated to designated State agencies to be used, directly or indirectly, for projects for in-service training for rehabilitation personnel, consistent with the needs identified through the comprehensive system for personnel development required by section 101(a)(7), including projects designed--

(i) to address recruitment and retention of qualified rehabilitation professionals;

(ii) to provide for succession planning;

(iii) to provide for leadership development and capacity building; and

(iv) for fiscal years 1999 and 2000, to provide training regarding the Workforce Investment Act of 1998 and the amendments to this Act made by the Rehabilitation Act Amendments of 1998.

(B) Limitation

If the allocation to designated State agencies required by subparagraph (A) would result in a lower level of funding for projects being carried out on the date of enactment of the Rehabilitation Act Amendments of 1998 by other recipients of funds under this section, the Commissioner may allocate less than 15 percent of the sums described in subparagraph (A) to designated State agencies for such in-service training.

(h) Provision of Information

The Commissioner, subject to the provisions of section 306, may require that recipients of grants or contracts under this section provide information, including data, with regard to the impact of activities funded under this section.

(i) Authorization of Appropriations

There are authorized to be appropriated to carry out this section such sums as may be necessary for each of the fiscal years 1999 through 2003.

PROGRAM REGULATIONS

PART 385--REHABILITATION TRAINING

Subpart A--General

Sec.

- 385.1 What is the Rehabilitation Training program?
- 385.2 Who is eligible for assistance under these programs?
- 385.3 What regulations apply to these programs?
- 385.4 What definitions apply to these programs?

Subpart B--[Reserved]

Subpart C--How Does One Apply For a Grant

Sec.

- 385.20 What are the application procedures for these programs?

Subpart D--How Does the Secretary Make a Grant?

Sec.

- 385.30 [Reserved]
- 385.31 How does the Secretary evaluate an application?
- 385.33 What other factors does the Secretary consider in reviewing an application?

Subpart E--What Conditions Must Be Met by a Grantee?

Sec.

- 385.40 What are the requirements pertaining to the membership of a project advisory committee?
- 385.41 What are the requirements affecting the collection of data from designated State agencies?
- 385.42 What are the requirements affecting the dissemination of training materials?
- 385.43 What requirements apply to the training of rehabilitation counselors and other rehabilitation personnel?
- 385.44 What requirement applies to the training of individuals with disabilities?
- 385.45 What additional application requirements apply to the training of individuals for rehabilitation careers?
- 385.46 What limitations apply to the rate of pay for experts or consultants appointed or serving under contract under the Rehabilitation Training program?
 - Authority: 29 U.S.C. 711(c), 772, and 774, unless otherwise noted.
 - Source: 45 FR 86379, Dec. 30, 1980, unless otherwise noted.

Subpart A--General

Sec.

- 385.1 What is the Rehabilitation Training program?
 - (a) The Rehabilitation Training program is designed to--
 - (1) Ensure that skilled personnel are available to provide rehabilitation services to individuals with disabilities through vocational, medical, social, and psychological rehabilitation programs, through supported employment programs, through independent living services programs, and through client assistance programs;
 - (2) Maintain and upgrade basic skills and knowledge of personnel employed to provide state-of-the-art service delivery systems and rehabilitation technology services; and

(3) Provide training and information to individuals with disabilities, the parents, families, guardians, advocates, and authorized representatives of the individuals, and other appropriate parties to develop the skills necessary for individuals with disabilities to access the rehabilitation system and to become active decision makers in the rehabilitation process.

(b) The Secretary awards grants and contracts to pay part of the costs of projects for training, trainee ships, and related activities, including the provision of technical assistance, to assist in increasing the numbers of qualified personnel trained in providing rehabilitation services and other services provided under the Act, to individuals with disabilities. Financial assistance is provided through six categories of training programs:

- (1) Rehabilitation Long-Term Training (34 CFR Part 386).
- (2) Experimental and Innovative Training (34 CFR Part 387).
- (3) State Vocational Rehabilitation Unit In-Service Training (34 CFR Part 388).
- (4) Rehabilitation Continuing Education Programs (34 CFR Part 389).
- (5) Rehabilitation Short-Term Training (34 CFR Part 390).
- (6) Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind (34 CFR Part 396).

(Authority: Secs. 301 and 302 of the Act; 29 U.S.C. 770 and 774)

[59 FR 8344, Feb. 18, 1994]

Sec. 385.2 Who is eligible for assistance under these programs?

States and public or nonprofit agencies and organizations, including Indian tribes and institutions of higher education, are eligible for assistance under the Rehabilitation Training program.

(Authority: Secs. 7(19) and 302 of the Act; 29 U.S.C. 706(19) and 774)

[59 FR 8345, Feb. 18, 1994]

Sec. 385.3 What regulations apply to these programs?

The following regulations apply to the Rehabilitation Training program:

(a) The Education Department General Administrative Regulations (EDGAR) as follows:

(1) 34 CFR Part 74 (Administration of Grants to Institutions of Higher Education, Hospitals, and Nonprofit Organizations).

(2) 34 CFR Part 75 (Direct Grant Programs).

(3) 34 CFR Part 77 (Definitions That Apply to Department Regulations).

(4) 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities).

(5) 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).

(6) 34 CFR Part 81 (General Education Provisions Act - Enforcement).

(7) 34 CFR Part 82 (New Restrictions on Lobbying).

(8) 34 CFR Part 85 (Government wide Debarment and Suspension (Nonprocurement) and Government wide Requirements for Drug-Free Workplace (Grants)).

(9) 34 CFR Part 86 (Drug-Free Schools and Campuses).

(b) The regulations in this Part 385.

(c) The regulations in 34 CFR Parts 386, 387, 388, 389, 390, and 396, as appropriate.

(Authority: Secs. 12(c) and 302 of the Act; 29 U.S.C. 711(c) and 774)

[59 FR 8345, Feb. 18, 1994]

Sec. 385.4 What definitions apply to these programs?

(a) The following definitions in 34 CFR Part 77 apply to the programs under the Rehabilitation Training Program--

"Applicant"

"Application"

"Award"

"Budget Period"
"Department"
"EDGAR"
"Nonprofit"
"Private"
"Project"
"Project Period"
"Public"
"Secretary"

(Authority: Sec. 12(c) of the Act; 29 U.S.C. 711(c))

(b) The following definitions also apply to programs under the Rehabilitation Training program:

Act means the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), as amended.

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Assistive technology service means any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. The term includes--

- (1) The evaluation of the needs of an individual with a disability, including a functional evaluation of the individual in the individual's customary environment;
- (2) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by individuals with disabilities;
- (3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
- (4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (5) Training or technical assistance for an individual with disabilities, or, if appropriate, the family of an individual with disabilities; and
- (6) Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities.

Community rehabilitation program means a program that provides directly or facilitates the provision of vocational rehabilitation services to individuals with disabilities, and that provides, singly or in combination, for an individual with a disability to enable the individual to maximize opportunities for employment, including career advancement--

- (1) Medical, psychiatric, psychological, social, and vocational services that are provided under one management;
- (2) Testing, fitting, or training in the use of prosthetic and orthotic devices;
- (3) Recreational therapy;
- (4) Physical and occupational therapy;
- (5) Speech, language, and hearing therapy;
- (6) Psychiatric, psychological, and social services, including positive behavior management;
- (7) Assessment for determining eligibility and vocational rehabilitation needs;
- (8) Rehabilitation technology;
- (9) Job development, placement, and retention services;
- (10) Evaluation or control of specific disabilities;
- (11) Orientation and mobility services for individuals who are blind;
- (12) Extended employment;
- (13) Psychosocial rehabilitation services;
- (14) Supported employment services and extended services;
- (15) Services to family members when necessary to the vocational rehabilitation of the

individual;

(16) Personal assistance services; or

(17) Services similar to the services described in paragraphs (1) through (16) of this definition.

Designated State agency means an agency designated under section 101(a)(1)(A) of the Act.

Designated State unit means (1) Any State agency unit required under section 101(a)(2)(A) of the Act, or (2) In cases in which no State agency unit is required, the State agency described in section 101(a)(2)(B)(I) of the Act.

Independent living core services means--

(1) Information and referral services;

(2) Independent living skills training;

(3) Peer counseling, including cross-disability peer counseling; and

(4) Individual and systems advocacy.

Independent living services includes--

(1) Independent living core services; and

(2)(i) Counseling services, including psychological, psychotherapeutic, and related services;
(ii) Services related to securing housing or shelter, including services related to community group living, and supportive of the purposes of this Act and of the titles of this Act, and adaptive housing services (including appropriate accommodations to and modifications of any space used to serve, or occupied by, individuals with disabilities);

(iii) Rehabilitation technology;

(iv) Mobility training;

(v) Services and training for individuals with cognitive and sensory disabilities, including life skills training, and interpreter and reader services;

(vi) Personal assistance services, including attendant care and the training of personnel providing these services;

(vii) Surveys, directories, and other activities to identify appropriate housing, recreation opportunities, and accessible transportation, and other support services;

(viii) Consumer information programs on rehabilitation and independent living services available under this Act, especially for minorities and other individuals with disabilities who have traditionally been unserved or underserved by programs under this Act;

(ix) Education and training necessary for living in the community and participating in community activities;

(x) Supported living;

(xi) Transportation, including referral and assistance for transportation;

(xii) Physical rehabilitation;

(xiii) Therapeutic treatment;

(xiv) Provision of needed prostheses and other appliances and devices;

(xv) Individual and group social and recreational services;

(xvi) Training to develop skills specifically designed for youths who are individuals with disabilities to promote self-awareness and esteem, develop advocacy and self-empowerment skills, and explore career options;

(xvii) Services for children;

(xviii) Services under other Federal, State, or local programs designed to provide resources, training, counseling, or other assistance of substantial benefit in enhancing the independence, productivity, and quality of life of individuals with disabilities;

(xvix) Appropriate preventive services to decrease the need of individuals assisted under this Act for similar services in the future;

(xx) Community awareness programs to enhance the understanding and integration of individuals with disabilities; and

(xxi) Such other services as may be necessary and not inconsistent with the provisions of this Act.

Individual with a disability means any individual who--

(1) Has a physical or mental impairment, which for that individual constitutes or results in a substantial impediment to employment; and

(2) Can benefit in terms of an employment outcome from vocational rehabilitation services provided pursuant to titles I, II, III, VI, or VIII of the Act.

Individual with a severe disability means an individual with a disability--

(1) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(2) Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(3) Who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia and other spinal cord conditions, sickle-cell anemia, specific learning disabilities, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Institution of higher education has the meaning given the term in section 1201(a) of the Higher Education Act of 1965 (20 U.S.C. 1141(a)).

Personal assistance services means a range of services provided by one or more persons designed to assist an individual with a disability to perform daily living activities on or off the job that the individual would typically perform if the individual did not have a disability. The services shall be designed to increase the individual's control in life and ability to perform everyday activities on or off the job.

Qualified personnel: (1) For designated State agencies or designated State units, means personnel who have met standards that are consistent with existing national or State approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which such personnel are providing vocational rehabilitation services.

(2) For other than designated State agencies or designated State units, means personnel who have met existing State certification or licensure requirements, or in the absence of State requirements, have met professionally accepted requirements established by national certification boards.

Rehabilitation technology means the systematic application of technologies, engineering methodologies, or scientific principles to meet the needs of and address the barriers confronted by individuals with disabilities in areas that include education, rehabilitation, employment, transportation, independent living, and recreation. The term includes rehabilitation engineering, assistive technology devices, and assistive technology services.

State includes, in addition to each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands and the Republic of Palau (until the Compact of Free Association with Palau takes effect).

Stipend means financial assistance on behalf of individuals in support of their training, as opposed to salary payment for services provided within the project.

Supported employment means--

(1) Competitive work in integrated work settings for individuals with the most severe disabilities--

(I)(A) For whom competitive employment has not traditionally occurred; or

(B) For whom competitive employment has been interrupted or intermittent as a result of a severe disability; and

(ii) Who, because of the nature and severity of their disability, need intensive supported employment services from the designated State unit and extended services after transition in order to perform this work.

(2) Transitional employment for individuals with the most severe disabilities due to mental illness.

Supported employment services means ongoing support services and other appropriate services needed to support and maintain an individual with most severe disability in supported employment, that are--

(1) Provided singly or in combination and are organized and made available in such a way as to assist an eligible individual in entering or maintaining integrated, competitive employment;

(2) Based on a determination of the needs of an eligible individual, as specified in an individualized written rehabilitation program; and

(3) Provided by the designated State unit for a period of time not to extend beyond 18 months, unless under special circumstances the eligible individual and the rehabilitation counselor or coordinator jointly agree to extend the time in order to achieve the rehabilitation objectives identified in the individualized written rehabilitation program.

Vocational rehabilitation services means the same as the term is defined in 34 CFR 369.4(b).

(Authority: Secs. 7, 12(c), and 101(a)(7) of the Act; 29 U.S.C. 706, 711(c), and 721(a)(7))
[45 FR 86379, Dec. 30, 1980, as amended at 50 FR 38631, Sept. 23, 1985; 53 FR 17146, May 13, 1988; 59 FR 8345, Feb. 18, 1994]

Subpart B--[Reserved]

Subpart C--How Does One Apply for a Grant?

Sec. 385.20 What are the application procedures for these programs?

The Secretary gives the designated State agency an opportunity to review and comment on applications submitted from within the State that it serves. The procedures to be followed by the applicant and the State are in EDGAR Secs. 75.155-75.159.

(Authority: Sec. 12(c) of the Act; 29 U.S.C. 711(c))

[45 FR 86379, Dec. 30, 1980, as amended at 59 FR 8347, Feb. 18, 1994]

Subpart D--How Does the Secretary Make a Grant?

Sec. 385.30 [Reserved]

Sec. 385.31 How does the Secretary evaluate an application?

(a) The Secretary evaluates each applications under the procedures in 34 CFR Part 75.

(b) The Secretary evaluates each application using selection criteria identified in Parts 386, 387, 388, 389 and 390, as appropriate.

(c) In addition to the selection criteria described in paragraph (b) of this section, the Secretary evaluates each application using--

(1) Selection criteria in 34 CFR 75.210;

(2) Selection criteria established under 34 CFR 75.209; or

(3) A combination of selection criteria established under 34 CFR 75.209 and selection criteria in 34 CFR 75.210

(Authority: 29 U.S.C. 711(c))

Sec. 385.33 What other factors does the Secretary consider in reviewing an application?

In addition to the selection criteria listed in Sec. 75.210 and Parts 386 through 390, the Secretary, in making awards under this program, considers such factors as--

(a) The geographical distribution of projects in each Rehabilitation Training Program category throughout the country; and

(b) The past performance of the applicant in carrying out similar training activities under previously awarded grants, as indicated by such factors as compliance with grant conditions, soundness of programmatic and financial management practices and attainment of established project objectives.

(Authority: Sec. 12(c) of the Act; 29 U.S.C. 711(c))

Subpart E--What Conditions Must Be Met by a Grantee?

Sec. 385.40 What are the requirements pertaining to the membership of a project advisory committee?

If a project funded under 34 CFR parts 386 through 390 or 396 establishes an advisory committee, its membership must include individuals with disabilities or parents, family members, guardians, advocates, or other authorized representatives of the individuals; members of minority groups; trainees; and providers of vocational rehabilitation and independent living rehabilitation services.

(Authority: Sec. 12(c) of the Act; 29 U.S.C. 711(c))

[59 FR 8347, Feb. 18, 1994]

Sec. 385.41 What are the requirements affecting the collection of data from designated State agencies?

If the collection of data is necessary from individuals with disabilities being served by two or more designated State agencies or from employees of two or more of these agencies, the project director must submit requests for the data to appropriate representatives of the affected agencies, as determined by the Secretary. This requirement also applies to employed project staff and individuals enrolled in courses of study supported under these programs.

(Authority: Sec. 12(C) of the Act; 29 U.S.C. 711(c))

[45 FR 86379, Dec. 30, 1980, as amended at 53 FR 17147, May 13, 1988; 59 FR 8347, Feb. 18, 1994]

Sec. 385.42 What are the requirements affecting the dissemination of training materials?

A set of any training materials developed under the Rehabilitation Training Program must be submitted to any information clearinghouse designated by the Secretary.

(Authority: Sec. 12(c) of the Act; 29 U.S.C. 711(c))

Sec. 385.43 What requirements apply to the training of rehabilitation counselors and other rehabilitation personnel?

Any grantee who provides training of rehabilitation counselors or other rehabilitation personnel under any of the programs in 34 CFR parts 386 through 390 shall train those counselors and personnel on the services provided under this Act, and, in particular, services provided in accordance with amendments made by the Rehabilitation Act Amendments of 1992. The grantee shall also furnish training to these counselors and personnel regarding the applicability of section 504 of this Act, title I of the Americans with Disabilities Act of 1990, and the provisions of titles II and XVI of the Social Security Act that are related to work incentives for individuals with disabilities.

(Authority: Sec. 302(a)(3) of the Act; 29 U.S.C. 774(a)(3))

[59 FR 8347, Feb. 18, 1994]

Sec. 385.44 What requirement applies to the training of individuals with disabilities?

Any grantee or contractor who provides training under any of the programs in 34 CFR parts 386 through 390 and 396 shall give due regard to the training of individuals with disabilities as part of its effort to increase the number of qualified personnel available to provide rehabilitation services.

(Authority: Sec. 302(a)(1) of the Act; 29 U.S.C. 774(a)(1))

[59 FR 8347, Feb. 18, 1994]

Sec. 385.45 What additional application requirements apply to the training of individuals for rehabilitation careers?

(a) All applicants for a grant or contract to provide training under any of the programs in 34 CFR parts 386 through 390 and 396 shall demonstrate how the training they plan to provide will prepare rehabilitation professionals to address the needs of individuals with disabilities from minority backgrounds.

(b) All applicants for a grant under any of the programs in 34 CFR parts 386 through 390 and

396 shall include a detailed description of strategies that will be utilized to recruit and train persons so as to reflect the diverse populations of the United States, as part of the effort to increase the number of individuals with disabilities, and individuals who are members of minority groups, who are available to provide rehabilitation services.

(Authority: Secs. 21(b)(5) and 302(a)(5) of the Act; 29 U.S.C. 718b(b)(6) and 774(a)(6))

(Approved by the Office of Management and Budget under control number 1820-0018)

[59 FR 8347, Feb. 18, 1994, as amended at 59 FR 33680, June 30, 1994]

Sec. 385.46 What limitations apply to the rate of pay for experts or consultants appointed or serving under contract under the Rehabilitation Training program?

An expert or consultant appointed or serving under contract pursuant to this section shall be compensated at a rate subject to approval of the Commissioner which shall not exceed the daily equivalent of the rate of pay for level 4 of the Senior Executive Service Schedule under section 5382 of title 5, United States Code. Such an expert or consultant may be allowed travel and transportation expenses in accordance with section 5703 of title 5, United States Code.

(Authority: Sec. 302(g)(2) of the Act; 29 U.S.C. 774(g)(2))

[59 FR 8347, Feb. 18, 1994]

PART 396--TRAINING OF INTERPRETERS FOR INDIVIDUALS WHO ARE DEAF AND INDIVIDUALS WHO ARE DEAF-BLIND

Subpart A--General

Sec.

396.1 What is the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind Program?

396.2 Who is eligible for an award?

396.3 What regulations apply?

396.4 What definitions apply?

396.5 What activities may the Secretary fund?

Subpart B [Reserved]

Subpart C--How Does One Apply for an Award?

396.20 What must be included in an application?

Subpart D--How Does the Secretary Make an Award?

396.30 How does the Secretary evaluate an application?

396.31 What additional selection criteria are used under this program?

396.32 What additional factors does the Secretary consider in making awards?

396.33 What priorities does the Secretary apply in making awards?

Authority: 29 U.S.C. 771a(f), unless otherwise noted.

Source: 59 FR 52220, Oct. 14, 1994, unless otherwise noted.

Subpart A--General

Sec. **396.1** What is the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program?

The Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program is designed to establish interpreter training programs or to assist ongoing programs to train a sufficient number of skilled interpreters throughout the country in order to meet the communication needs of individuals who are deaf and individuals who are deaf-blind by--

- (a) Training manual, tactile, oral, and cued speech interpreters;
- (b) Ensuring the maintenance of the skills of interpreters; and
- (c) Providing opportunities for interpreters to raise their level of competence.

(Authority: 29 U.S.C. 771a(f))

Sec. **396.2** Who is eligible for an award?

Public and private nonprofit agencies and organizations, including institutions of higher education, are eligible for assistance under this program.

(Authority: 29 U.S.C. 771a(f))

Sec. **396.3** What regulations apply?

The following regulations apply to the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind program:

(a) The Education Department General Administrative Regulations (EDGAR) as follows:

(1) 34 CFR **part** 74 (Administration of Grants to Institutions of Higher Education, Hospitals, and Nonprofit Organizations).

(2) 34 CFR **part** 75 (Direct Grant Programs).

(3) 34 CFR **part** 77 (Definitions That Apply to Department Regulations).

(4) 34 CFR **part** 79 (Intergovernmental Review of Department of Education Programs and Activities).

(5) 34 CFR **part** 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).

(6) 34 CFR **part** 81 (General Education Provisions Act--Enforcement).

(7) 34 CFR **part** 82 (New Restrictions on Lobbying).

(8) 34 CFR **part** 85 (Government Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)).

(9) 34 CFR **part** 86 (Drug-Free Schools and Campuses).

(b) The regulations in this **part 396**.

(c) The following regulations in 34 CFR **part** 385:

(1) Section 385.32.

(2) Section 385.40.

(3) Section 385.44.

(4) Section 385.45.

(5) Section 385.46.

(Authority: 29 U.S.C. 771a(f))

Sec. **396.4** What definitions apply?

(a) Definitions in EDGAR. The following terms defined in 34 CFR 77.1 apply to this **part**:

Applicant
Application
Award
Equipment
Grant
Nonprofit
Private

Project
Public
Secretary
Supplies

(b) Definitions in the rehabilitation training regulations. The following terms defined in 34 CFR 385.4(b) apply to this **part**:

Individual With a Disability

Institution of Higher Education

(c) Other definitions. The following definitions also apply to this **part**:

Existing program that has demonstrated its capacity for providing interpreter training services means an established program with--

(1) A record of training interpreters who are serving the deaf and deaf-blind communities; and

(2) An established curriculum that is suitable for training interpreters.

Individual who is deaf means an individual who has a hearing impairment of such severity that the individual must depend primarily upon visual modes, such as sign language, lip reading, and gestures, or reading and writing to facilitate communication.

Individual who is deaf-blind means an individual--

(1)(i) Who has a central visual acuity of 20/200 or less in the better eye with corrective lenses, or a field defect such that the peripheral diameter of visual field subtends an angular distance no greater than 20 degrees, or a progressive visual loss having a prognosis leading to one or both of these conditions;

(ii) Who has a chronic hearing impairment so severe that most speech cannot be understood with optimum amplification, or a progressive hearing loss having a prognosis leading to this condition; and

(iii) For whom the combination of impairments described in paragraphs (1)(i) and (ii) of this definition causes extreme difficulty in attaining independence in daily life activities, achieving psychosocial adjustment, or obtaining a vocation;

(2) Who, despite the inability to be measured accurately for hearing and vision loss due to cognitive or behavioral constraints, or both, can be determined through functional and performance assessment to have severe hearing and visual disabilities that cause extreme difficulty in attaining independence in daily life activities, achieving psychosocial adjustment, or obtaining vocational objectives; or

(3) Who meets any other requirements that the Secretary may prescribe.

Interpreter for individuals who are deaf means a qualified professional who uses sign language skills, cued speech, or oral interpreting skills, as appropriate to the needs of individuals who are deaf, to facilitate communication between individuals who are deaf and other individuals.

Interpreter for individuals who are deaf-blind means a qualified professional who uses tactile or other manual language or fingerspelling modes, as appropriate to the needs of individuals who are deaf-blind, to facilitate communication between individuals who are deaf-blind and other individuals.

Qualified professional means an individual who has either--

(1) Met existing national or state certification or evaluation requirements; or

(2) Successfully demonstrated equivalent interpreting skills through prior work experience.

(Authority: 29 U.S.C. 711(c) and 771a(f); 29 U.S.C 1905)

Sec. **396.5** What activities may the Secretary fund?

The Secretary provides assistance for projects that provide training in interpreting skills for persons preparing to serve, and persons who are already serving, as interpreters for individuals who are deaf and as interpreters for individuals who are deaf-blind in public and private agencies, schools, and other service-providing institutions.

(Authority: 29 U.S.C. 771a(f))

Subpart B [Reserved]

Subpart C--How Does One Apply for an Award?

Sec. **396.20** What must be included in an application?

Each applicant shall include in the application--

- (a) A description of the manner in which the proposed interpreter training program will be developed and operated during the five-year period following the award of the grant;
- (b) A description of the geographical area to be served by the project;
- (c) A description of the applicant's capacity or potential for providing training for interpreters for individuals who are deaf and interpreters for individuals who are deaf-blind;
- (d) An assurance that any interpreter trained or retrained under this program shall meet any minimum standards of competency that the Secretary may establish;
- (e) An assurance that the project shall cooperate or coordinate its activities, as appropriate, with the activities of other projects funded under this program; and
- (f) The descriptions required in 34 CFR 385.45 with regard to the training of individuals with disabilities, including those from minority groups, for rehabilitation careers.

(Approved by the Office of Management and Budget under control number 1820-0018)

(Authority: 29 U.S.C. 718b(b)(6), 777a(a)(5), and 771a(f))

Subpart D--How Does the Secretary Make an Award?

Sec. **396.30** How does the Secretary evaluate an application?

- (a) The Secretary evaluates applications under the procedures in 34 CFR **part 75**.
- (b) The Secretary evaluates each application using selection criteria in Sec. **396.31**.
- (c) In addition to the selection criteria described in paragraph (b) of this section, the Secretary evaluates each application using--
 - (1) Selection criteria in 34 CFR 75.210;
 - (2) Selection criteria established under 34 CFR 75.209; or
 - (3) A combination of selection criteria established under 34 CFR 75.209 and selection criteria in 34 CFR 75.210.

(Authority: 29 U.S.C. 771a(f))
[62 FR 10406, Mar. 6, 1997]

Sec. **396.31** What additional selection criteria are used under this program?

In addition to the criteria in 34 CFR **396.30(c)**, the Secretary uses the following additional selection criterion to evaluate an application:

(a) Demonstrated relationships with service providers and consumers. The Secretary reviews each application to determine the extent to which--

(1) The proposed interpreter training project was developed in consultation with service providers;

(2) The training is appropriate to the needs of both individuals who are deaf and individuals who are deaf-blind and to the needs of public and private agencies that provide services to either individuals who are deaf or individuals who are deaf-blind in the geographical area to be served by the training project;

(3) There is a working relationship between the interpreter training project and service providers; and

(4) There are opportunities for individuals who are deaf and individuals who are deaf-blind to be involved in the training project.

(Authority: 29 U.S.C. 771a(f))
[62 FR 10406, Mar. 6, 1997]

Sec. **396.32** What additional factors does the Secretary consider in making awards?

In addition to the selection criteria listed in Sec. **396.31** and 34 CFR 75.210, the Secretary, in making awards under this **part**, considers the geographical distribution of projects throughout the country, as appropriate, in order to best carry out the purposes of this program. To accomplish this, the Secretary may in any fiscal year make awards of regional or national scope.

(Authority: 29 U.S.C. 771a(f))
[59 FR 52220, Oct. 14, 1994, as amended at 62 FR 10406, Mar. 6, 1997]

Sec. **396.33** What priorities does the Secretary apply in making awards?

The Secretary, in making awards under this **part**, gives priority to public or private nonprofit agencies or organizations with existing programs that have demonstrated their capacity for providing interpreter training services.

(Authority: 29 U.S.C. 771a(f))

SECTION G

Selection Criteria for Applications

The Secretary uses the following selection criteria to evaluate applications for new grants under this competition. The maximum score for all of these criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Because no points are assigned to the selected factors, the Secretary evaluates each factor within each criterion equally.

The criteria are--

NEED FOR THE PROJECT (10 points)

- (1) The Secretary considers the need for the proposed project.
- (2) In determining the need for the proposed project, the Secretary considers one or more of the following factors:
 - (i) The magnitude or severity of the problem to be addressed by the proposed project;
 - (ii) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project;
 - (iii) The extent to which the proposed project will provide services.

QUALITY OF THE PROJECT DESIGN (20 points)

- (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers one or more of the following factors:
 - (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
 - (ii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
 - (iii) The extent to which the proposed activities constitute a coherent, sustained program of training in the field.
 - (iv) The quality of the proposed design and procedures for documenting project activities and results.
 - (v) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.
 - (vi) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.
 - (vii) The extent to which the proposed project encourages consumer involvement.
 - (viii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

QUALITY OF PROJECT SERVICES

(20 points)

- (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (3) In addition, the Secretary considers one or more of the following factors:
 - (i) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.
 - (ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
 - (iii) The extent to which the training or professional development services to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project.

QUALITY OF PROJECT PERSONNEL

(20 points)

- (1) The Secretary considers the quality of the personnel who will carry out the proposed project.
- (2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (3) In addition, the Secretary considers one or more of the following factors:
 - (i) The qualifications, including relevant training and experience, of the project director or principal investigator.
 - (ii) The qualifications, including relevant training and experience, of key project personnel.
 - (iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

ADEQUACY OF RESOURCES

(10 points)

- (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers one or more of the following factors:
 - (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
 - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
 - (iii) The extent to which the budget is adequate to support the proposed project.

(iv) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(v) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(vi) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

(vii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

QUALITY OF THE MANAGEMENT PLAN

(10 points)

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers one or more of the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

(iv) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(v) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project.

QUALITY OF PROJECT EVALUATION

(5 points)

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers one or more of the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(ii) The extent to which the methods of evaluation are appropriate to the context within which the project operates.

(iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

(iv) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(v) The extent to which the methods of evaluation will provide timely guidance for quality

assurance.

(vi) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

DEMONSTRATED RELATIONSHIPS WITH SERVICE PROVIDERS AND CONSUMERS

(5 points)

The Secretary reviews each application to determine the extent to which--

(1) The proposed interpreter training project was developed in consultation with service providers;

(2) The training is appropriate to the needs of both individuals who are deaf and individuals who are deaf-blind and to the needs of public and private agencies that provide services to either individuals who are deaf or individuals who are deaf-blind in the geographical area to be served by the training project;

(3) There is a working relationship between the interpreter training project and service providers; and

(4) There are opportunities for individuals who are deaf and individuals who are deaf-blind to be involved in the training project.

SECTION H

Application Transmittal Instructions

An application for an award must be hand delivered or postmarked by the closing date.

Application Delivered by Hand/Carrier Service.

An application that is hand delivered must be taken to the U.S. Department of Education, Application Control Center, Room 3633, General Services Administration National Capital Region, 7th and D Streets, SW, Washington, D.C. 20202-4725.

The Application Control Center will accept deliveries between 8:00 a.m., and 4:30 p.m. (Washington, D.C.) daily, except Saturdays, Sundays and Federal holidays.

Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building.

In order for an application sent through a Courier Service to be considered timely, the Courier Service must be in receipt of the application on or before the closing date.

Applications Sent by Mail

An application sent by mail must be addressed to the U.S. Department of Education, Application Control Center, Attention: CFDA 84.160A (for the Regional projects), CFDA 84.160B (for the National Project with Major Emphasis on Distance Education as a Medium for Interpreter Training) , or CFDA 84.160C (for the National Project with Major Emphasis on Training Interpreter Educators), 400 Maryland Avenue, SW, Washington, D.C. 20202-4337.

An application must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first class mail.

Each late applicant will be notified that its application will not be considered.

Acknowledgment of Grant Application Receipt

The Application Control Center will mail a Grant Application Receipt Acknowledgment to each applicant. If an applicant fails to receive the notification of application receipt within 15 days

from the closing date, the applicant should call the U.S. Department of Education Application Control Center at (202) 708-9493.

The applicant must indicate on the envelope, and in item 10 of the Application for Federal Assistance - Standard Form 424 (unless preprinted on the form by the Department), the CFDA number of the competition under which the application is being submitted - CFDA 84.160A (for the Regional projects), CFDA 84.160B (for the National Project with Major Emphasis on Distance Education as a Medium for Interpreter Training) , or CFDA 84.160C (for the National Project with Major Emphasis on Training Interpreter Educators).

SECTION I

APPLICATION FORMS

U.S. Department of Education
Office of Special Education and Rehabilitative Services

REHABILITATION SERVICES ADMINISTRATION INSTRUCTIONS FOR A APPLICATION FOR FEDERAL ASSISTANCE (Nonconstruction Programs)

The enclosed forms shall be used by all applicants for Federal Assistance under all Rehabilitation Services Administration programs. A separate application must be submitted for each grant sought. No grant may be awarded unless the completed application forms have been received. If an item does not appear to be relevant to the assistance requested, write "NA" for not applicable.

This application consists of four parts. These parts are organized in the same manner that the submitted application should be organized. These parts are as follows:

Part I - Federal Assistance Application Face Page

Part II - Budget Information

Part III - Program Narrative

Part IV - Assurances, Certifications and Disclosures

Each submitted application must include an index or table of contents and a one-page project abstract. Pages should be consecutively numbered.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0018. The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Under terms of the Paperwork Reduction Act of 1980, as amended, and the regulations implementing that Act, the Department of Education invites comment on the public reporting burden in this collection of information. You may send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1820-0018, Washington, D.C. 20503.

PART I - FEDERAL ASSISTANCE FACE PAGE (424)

Application for Federal Education Assistance



Note: If available, please provide application package on diskette and specify the file format

U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 06/30/2001

Applicant Information

1. Name and Address

Legal Name: _____

Address: _____

Organizational Unit

City

State

County

ZIP Code + 4

2. Applicant's D-U-N-S Number: | | | | | | | | | |

Title: _____

3. Catalog of Federal Domestic Assistance #: | | | |

4. Project Director: _____

6. Type of Applicant (Enter appropriate letter in the box.) /_____/

Address: _____

City State Zip code + 4

Tel. #: () - Fax #: () -

E-Mail Address: _____

A - State H - Independent School District
B - County I - Public College or University
C - Municipal J - Private, Non-Profit College or University
D - Township K - Indian Tribe
E - Interstate L - Individual
F - Intermunicipal M - Private, Profit-Making Organization
G - Special District N - Other (Specify): _____

5. Is the applicant delinquent on any Federal debt? ____ Yes ____ No
(If "Yes," attach an explanation.)

7. Novice Applicant ____ Yes ____ No

Application Information

8. Type of Submission:

-PreApplication -Application
____ Construction ____ Construction
____ Non-Construction ____ Non-Construction

9. Is application subject to review by Executive Order 12372 process?

____ Yes (Date made available to the Executive Order 12372 process for review): ____/____/____

____ No (If "No," check appropriate box below.)
____ Program is not covered by E.O. 12372.
____ Program has not been selected by State for review.

10. Proposed Project Dates: ____/____/____ ____/____/____

Start Date:

End Date:

11. Are any research activities involving human subjects planned at any time during the proposed project period? ____ Yes ____ No
a. If "Yes," Exemption(s) #: b. Assurance of Compliance #:

OR

c. IRB approval date: ____ Full IRB or ____ Expedited Review

12. Descriptive Title of Applicant's Project:

Estimated Funding

13a. Federal \$. 00

b. Applicant \$. 00

c. State \$. 00

d. Local \$. 00

e. Other \$. 00

f. Program Income \$. 00

g. TOTAL \$. 00

Authorized Representative Information

14. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative

b. Title: _____

c. Tel. #: () - Fax #: () -

d. E-Mail Address: _____

e. Signature of Authorized Representative

Date: ____/____/____

Instructions for ED 424

- 1. Legal Name and Address.** Enter the legal name of applicant and the name of the primary organizational unit which will undertake the assistance activity.
- 2. D-U-N-S Number.** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:
<http://www.dnb.com/dbis/aboutdb/intlduns.htm>.
- 3. Catalog of Federal Domestic Assistance (CFDA) Number.** Enter the CFDA number and title of the program under which assistance is requested.
- 4. Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.
- 5. Federal Debt Delinquency.** Check "Yes" if the applicant's organization is delinquent on any Federal debt. (This question refers to the applicant's organization and not to the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.) Otherwise, check "No."
- 6. Type of Applicant.** Enter the appropriate letter in the box provided.
- 7. Novice Applicant.** Check "Yes" only if assistance is being requested under a program that gives special consideration to novice applicants and you meet the program requirements for novice applicants. By checking "Yes" the applicant certifies that it meets the novice applicant requirements specified by ED. Otherwise, check "No."
- 8. Type of Submission.** Self-explanatory.
- 9. Executive Order 12372.** Check "Yes" if the application is subject to review by Executive Order 12372. Also, please enter the month, date, and four (4) digit year (e.g., 12/12/2000). Applicants should

contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Otherwise, check "No."

- 10. Proposed Project Dates.** Please enter the month, date, and four (4) digit year (e.g., 12/12/2000).
- 11. Human Subjects.** Check "Yes" or "No". If research activities involving human subjects are not planned at any time during the proposed project period, check "No." The remaining parts of item 11 are then not applicable.

If research activities involving human subjects, whether or not exempt from Federal regulations for the protection of human subjects, are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution, check "Yes." If all the research activities are designated to be exempt under the regulations, enter, in item 11a, the exemption number(s) corresponding to one or more of the six exemption categories listed in "Protection of Human Subjects in Research" attached to this form. Provide sufficient information in the application to allow a determination that the designated exemptions in item 11a, are appropriate. **Provide this narrative information in an "Item 11/Protection of Human Subjects Attachment" and insert this attachment immediately following the ED 424 face page. Skip the remaining parts of item 11.**

If some or all of the planned research activities involving human subjects are covered (nonexempt), skip item 11a and continue with the remaining parts of item 11, as noted below. In addition, follow the instructions in "Protection of Human Subjects in Research" attached to this form to prepare the six-point narrative about the nonexempt activities. **Provide this six-point narrative in an "Item 11/Protection of Human Subjects Attachment" and insert this attachment immediately following the ED 424 face page.**

If the applicant organization has an approved Multiple Project Assurance of Compliance on file with the Grants Policy and Oversight Staff (GPOS), U.S. Department of Education, or with the Office for Protection from Research Risks (OPRR), National Institutes of Health, U.S. Department of Health and Human Services, that covers the specific activity, enter the Assurance number in item 11b and the date of approval by the Institutional Review Board (IRB) of the proposed activities in item 11c. This date must be no earlier than one year before the receipt date for which the application is submitted and must include the four (4) digit year (e.g., 2000). Check the type of IRB review in the appropriate box. An IRB may use the expedited review procedure if it complies with the requirements of 34 CFR 97.110. If the IRB review is delayed beyond the submission of the application, enter **“Pending”** in item 11c. If your application is recommended/selected for funding, a follow-up certification of IRB approval from an official signing for the applicant organization must be sent to and received by the designated ED official within 30 days after a specific formal request from the designated ED official. **If the applicant organization does not have on file with GPOS or OPRR an approved Assurance of Compliance** that covers the proposed research activity, enter **“None”** in item 11b and skip 11c. In this case, the applicant organization, by the signature on the application, is declaring that it will comply with 34 CFR 97 within 30 days after a specific formal request from the designated ED official for the Assurance(s) and IRB certifications.

12. Project Title. Enter a brief descriptive title of the project. If more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property projects), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of this project.

13. Estimated Funding. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines as applicable. If the action will result in a dollar change to an existing award, indicate **only** the amount of the

change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amounts are included, show breakdown on an attached sheet. For multiple program funding, use totals and show breakdown using same categories as item 13.

14. Certification. To be signed by the authorized representative of the applicant. A copy of the governing body’s authorization for you to sign this application as official representative must be on file in the applicant’s office.

Be sure to enter the telephone and fax number and e-mail address of the authorized representative. Also, in item 14e, please enter the month, date, and four (4) digit year (e.g., 12/12/2000) in the date signed field.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1875-0106**. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form write directly to:** Joyce I. Mays, Application Control Center, U.S. Department of Education, 7th and D Streets, S.W. ROB-3, Room 3633, Washington, D.C. 20202-4725

Protection of Human Subjects in Research (Attachment to ED 424)

I. Instructions to Applicants about the Narrative Information that Must be Provided if Research Activities Involving Human Subjects are Planned.

If you marked item 11 on the application “Yes” and designated exemptions in 11a, **(all research activities are exempt)**, provide sufficient information in the application to allow a determination that the designated exemptions are appropriate. Research involving human subjects that is exempt from the regulations is discussed under **II.B. “Exemptions,”** below. The Narrative must be succinct. **Provide this information in an “Item 11/Protection of Human Subjects Attachment” and insert this attachment immediately following the ED 424 face page.**

If you marked “Yes” to item 11 on the face page, and designated no exemptions from the regulations **(some or all of the research activities are nonexempt)**, address the following six points for each nonexempt activity. In addition, if research involving human subjects will take place at collaborating site(s) or other performance site(s), provide this information before discussing the six points.

Although no specific page limitation applies to this section of the application, be succinct. Provide the six-point narrative and discussion of other performance sites in an **“Item 11/Protection of Human Subjects Attachment” and insert this attachment immediately following the ED 424 face page.**

(1) Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.

(2) Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether

the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

II. Information on Research Activities Involving Human Subjects

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department’s regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—**Is it a research activity?**

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge, such as an exploratory study or the collection of data to test a hypothesis, it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Is it a human subject?

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” *(1) If an activity involves obtaining information about a living person by manipulating that person or that person’s environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the only involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation. ***If the subjects are children, this exemption applies only to research involving educational tests or observations of public behavior when the investigator(s) do not participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the

investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff (GPOS) Office of the Chief Financial and Chief Information Officer, U.S. Department of Education, Washington, D.C., telephone: (202) 708-8263, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site at <http://ocfo.ed.gov/humansub.htm>

PART II - BUDGET INFORMATION



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OME
Expi

Name of Institution/Organization

Applicants requesting funding for only one year should enter "Year 1." Applicants requesting funding for multiple years should enter the number of years in the appropriate column. Please read all instructions before completing this form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Construction					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs					
11. Training Stipends					
12. Total Costs (lines 9-11)					

Name of Institution/Organization

Applicants requesting funding for only one :
Year 1." Applicants requesting funding for
columns. Please read all instructions before

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Pro
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Construction					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs					
11. Training Stipends					
12. Total Costs (lines 9-11)					

SECTION C - OTHER BUDGET INFORMATION (see instruction

Public reporting burden for this collection of information is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and the Office of Management and Budget, Paperwork Reduction Project 1875-0102, Washington DC 20503.

INSTRUCTIONS FOR ED FORM 524

General Instructions

This form is used to apply to individual U.S. Department of Education discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached.

Section A - Budget Summary **U.S. Department of Education Funds**

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Section B - Budget Summary **Non-Federal Funds**

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Other Budget Information

Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, by project year, for each budget category listed in Sections A and B.
2. If applicable to this program, enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period. In addition, enter the estimated amount of the base to which the rate is applied, and the total indirect expense.
3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. Provide other explanations or comments you deem necessary.

Section D - BUDGET DETAIL/NARRATIVE

Attach separate sheets to fully explain and justify the following budget categories in support of the FEDERAL funding request (Section A) and the non-Federal Funds (Section B). Include sufficient detail to facilitate determination as to allowability, relevance to the project, and cost benefits.

1. Personnel: Show the salary and wages, title, and time commitment of all persons charged to the project. Consultant fees and expenses must be included in Line 8.
2. Fringe Benefits: Include contributions for Social Security, employee insurance, pension plans, etc. Leave blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.
3. Travel: Itemize the amount requested for travel of employees only. Travel of consultants, trainees, etc. should not go on this line, nor should local transportation costs for project staff (i.e., where no out-of-town trip is involved); these costs should be listed under the category of "Other".

While all travel must be fully justified foreign travel should be separately identified and justified. No foreign travel will be authorized under the grant unless prior approval is obtained.

4. Equipment: List nonexpendable personal property that has a useful life of more than two years and an acquisition cost of \$5000 or more per unit. However, consistent with institutional policy, lower limits may be established. List items of equipment in the following format: Item, Number of Units, Cost per Unit, and Total Cost. Fully justify the need for each item of equipment.
5. Supplies: Include the cost of consumable supplies and materials to be used in the project. These should be items which cost less than \$5000 per unit with a useful life of less than two years.
6. Contractual: Show all amounts for each of the Following: (1) procurement contracts (except those which belong on other lines such as supplies and equipment listed above) and (2) grant payments to secondary recipient organizations such as delegate agencies, affiliates, cooperating institutions, political subdivisions, etc. Indicate the name of the agency, organization, or individual that is expected to receive each proposed contract. This should be supported in Part III - Program Narrative.

Note: Whenever the applicant intends to delegate part or all of the program to another agency, the applicant must submit, if available, a copy of the proposed contract or grant payment and any other

supporting documentation detailing the activity and required budget of each delegate agency. If the proposed contract or grant payment has not yet been advertised and/or negotiated, the applicant should provide any basis available that was used in developing the proposed contract/grant payment costs. Delegate agencies are not required to submit separate budget information for their portion of the total contractual budget. The total cost of all such agencies will be part of the amount shown on Line 6.

8. Other: Provide an itemized list of all remaining direct costs not clearly covered by lines 1-6 above. Examples are computer use charges, space or equipment rental, consultant costs, communication costs, rental of space, utilities and custodial services, printing materials, and local transportation.

For consultant expenses, give the total number of consultants that will work on the project and their costs (fees, per diem, and travel). Provide the basis for the determination of the rate identified for consultant costs for which Federal funds are requested. The justification should demonstrate how the consultant costs are reasonable, customary and consistent with the established institutional/organizational/agency policy governing consultant costs.

9. Total Direct Costs: Total lines 1 through 8.
10. Total Indirect Costs: Indirect costs are those costs of an organization that are not readily identifiable with a particular project or activity but are necessary for the general operation of the organization and the conduct of its activities.

Indicate your indirect cost rate and the amount of indirect costs to be charged to the project. If no indirect costs are requested, enter "none." This line should be used only when the applicant (except local government(s) has an indirect cost rate approved by the Department of Education (ED) or another Federal agency. Local governments shall enter the amount of indirect costs determined in accordance with ED requirements.

Except for State or local governments (defined in 34 CFR Part 74), the reimbursement of indirect costs for grants under the Rehabilitation Training Program (CFDA 84.129 and CFDA 84.246) and the Training of Interpreters for Deaf Individuals Program (CFDA 84.160) is limited to the lesser of actual indirect costs or 8 (eight) percent of direct costs.

11. Training Stipends: This item is not applicable under the Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind (CFDA 84.160A, 84.160B, 84.160C).
12. Total Project Costs: Total lines 8 and 9.

In addition, provide an itemized list of the sources of all NON-FEDERAL funds which ties to the amounts reflected in Section B.

PART III - PROGRAM NARRATIVE

Prepare the Program Narrative in accordance with the following instructions. Before preparing the Program Narrative, applicants should carefully review the program regulations contained in this application package, paying special attention to the selection criteria. The Program Narrative must respond to the special emphasis of the specific program for which grant support is being requested and the selection criteria identified in the program regulations. Applicants should address the selection criteria in the same order as they appear in the program regulations.

In addition, applicants should read the applicable parts of the Education Department General Administrative Regulations (EDGAR), 34 CFR. These regulations set forth all general rules affecting application submittal, review, grant award, and post-award administration for Department of Education grant programs.

NOTE: Applicants should refer to the "Dear Applicant" Letter. It cites the appropriate sections of the program regulations and the applicable parts of EDGAR.

Limit the Program Narrative for the Regional projects (CFDA 84.160A) to 35 pages, double spaced, and number pages consecutively. Limit the Program Narrative for the National projects (CFDA 84.160B and 84.160C) to 50 pages, double spaced, and number pages consecutively. See the "Dear Applicant Letter" (Section A) for the suggested format. The narrative should be written concisely. Only the required information should be submitted. If appendices or other supplemental materials are included, they must be kept to a minimum and must substantiate what is proposed in the narrative., e.g., the results of a needs survey or letters of commitment from organizations that will have significant involvement with the project. All vitae should be limited to one page in length showing the source and date of earned degrees, experience relevant to working with individuals who are disabled and the person's direct relationship to the project, e.g., how the person will function in the project. Also, use spring clips or rubber bands to hold the application together. Do not use binders, folders, and staples as they must be removed before duplicating applications

The Program Narrative should begin with an overview statement (one page abstract) that summarizes the purpose/intent of project, the goals and objectives, the target population, the impact of project, and the expected outcomes or benefits.

The Program Narrative should include an indication of whether the applicant has an existing interpreter training program and demonstrate the program's capacity for providing interpreter training services. According to 34 CFR 396.33, "the Secretary, in making awards under this part, gives priority to public or private nonprofit agencies or organizations with existing programs that have demonstrated their capacity for providing interpreter training services."

The Program Narrative must respond to the selection criteria in the same order as they appear in the program regulations for each priority. In responding to the criteria, address the following points:

1. OBJECTIVES AND NEED FOR THIS ASSISTANCE

Identify the specific need(s) which the proposed project is intended to meet and indicate why the project requires Federal support. State the principal and subordinate objectives of the project and show how the proposed project relates to the mission of the State/Federal vocational rehabilitation program, the specific discretionary program for which support is being requested, and the service needs of the geographic area to be served. Indicate the potential target or client population to be served. Objectives of the project should be (1) clearly and measurably defined in terms of intended results or outcomes within a specified time frame; and (2) based on identified needs, priorities, and related resources. Major tasks and activities should be carefully delineated. These in turn should be broken down into action steps to be completed by the specified dates. Relevant needs assessment studies by the applicant or others should be footnoted or included with the application.

2. RESULTS OR BENEFITS EXPECTED

Identify the significant observable, measurable results expected to be achieved during the period of the project. Productivity, for example is generally measured in such terms as the number of disabled persons served, the number rehabilitated and/or assisted to live more independently, improvement in work or independent living status following receipt of services, new services or improved service delivery systems, and/or increased participation by other kinds of program improvements. Expectations should be projected for each year of the project, including estimates and types of severely handicapped persons to be served. Show how project activities will enhance the quality of life and participation by disabled persons in family/community activities or in gainful employment.

3. APPROACH

(a) DESIGN and METHODOLOGY

Describe the overall plan for the project, organization of the various project elements that affect achievement of project objectives, efficiency and economy of effort, provision for obtaining appropriate and reliable data for evaluation and the appropriateness of the project design.

Describe the methodology to be employed in accomplishing objectives, including action steps; identify and specify in detail the operational procedures, overall strategy, management, and plans for efficiency and effectiveness of operations. Both the work to be performed and available resources should clearly relate to the requested budget as well as resource commitments made by others including anticipated in-kind or volunteer assistance. Describe any innovative, unique, or exemplary activities that have been or will be pursued, such as formation of interagency or consumer advisory groups, which will have a positive impact on project effectiveness, efficiency, or economy, and improved service delivery to disabled persons.

The plan of work sequentially relates to the action steps and major functions and give a timetable for their completion. It is recommended that a timetable, GANT Chart or PERT Chart graphically representing the sequence and relationship of project activities be included in the proposal. Provide for each function or activity a quantitative quarterly projection of the accomplishments to be achieved in terms such as the number and type of clients to be served. When accomplishments cannot be quantified, list them in chronological order to show the schedule of accomplishments and their target dates.

(b) STAFF

Describe the qualifications of the project director and key staff on the project. Indicate the time that the project director and other key personnel will commit to the project.

For each of the key staff not identified at the time of application, provide (in lieu of a qualifications statement) a job description or the qualifications sought for the position. Include a statement of the recruitment plan for a project director and any key staff to be employed, and an estimate of when the recruitment of these staff will take place.

(c) FACILITIES and RESOURCES

Describe the facilities that will be used for the project. Include such items as key equipment to be used, amount of floor space available, training capacity, etc. Indicate the extent to which the facilities and other resources used are free of architectural, communications, and other barriers and are fully accessible to the handicapped.

Validate the organization's capability to perform the proposed project activity. Include past experiences or anticipated capability with regard to the objectives.

Provide a table of the organization and a list of the specific duties of the professional staff as well as the time each is to spend on the project.

(d) COMMITMENTS from COLLABORATING ORGANIZATIONS

Participation of other organizations, financially or otherwise, enhances the viability of the proposed project. Specific commitments should be clearly documented, preferably in writing, and submitted with the application. This may include cooperating public and private agencies, commercial or industrial entities, institutions of higher education, and others. It also may include individuals such as consultants or groups of individuals that advise or help determine policy.

Identify specific contributions to the project by the applicant, and collaborating organizations including in-kind contributions, cost sharing, donations, etc.

4. EVALUATION

All applications must contain a plan for project evaluation which is based on an objective and quantifiable methodology to evaluate progress toward and achievement of project objectives. The purpose of this section is to specify the evaluation plan and methodology to be used. The evaluation plan should be phased in with other project tasks to ensure that interim products can be

reviewed and comments fed back to project staff in time to influence the conduct of the project.

The Evaluation Plan must include an annual evaluation of the following elements as required under 75.590 of EDGAR:

- A. The recipient's progress in achieving the objectives in its approved application;
- B. The effectiveness of the project in meeting the purposes of the program; and
- C. The effect of the project on participants being served by the project.

In addition, the evaluation plan should address the following:

- A. Indicate who is to do the evaluation;
- B. Indicate what data will be collected, how the data will be collected, verified, and stored for ready accessibility;
- C. Indicate how the data collected will be analyzed and how the analysis will show progress toward and achievement of objectives;
- D. State all evaluation criteria that will be used; and
- E. To the extent possible, include in the evaluation methodology such elements as client and employee reaction to the program; the extent to which skills have been learned by the clients; and the extent to which job performance has been improved or otherwise changed as a result of the training; or the extent to which clients have been returned to gainful employment or assisted to live independently in the community.

NOTE: Funded projects will be required to report evaluation findings in the annual progress report (as part of the continuation application) and in the final report at the conclusion of the project.

IF APPLICABLE, PROVIDE THE FOLLOWING INFORMATION :

- (a) If a rehabilitation project is in its final year of support and refunding for a new project is being requested, provide a progress report that includes a discussion of all accomplishments to date in achieving project objectives and a schedule of accomplishments or milestones anticipated with the new funding request.
- (b) A listing showing the Federal Domestic Assistance Catalog number, status and amount of each project where there is related previous, pending or anticipated assistance.

PART IV - ASSURANCES, CERTIFICATIONS, DISCLOSURES

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ? ? 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ? ? 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ? 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ? ? 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ? ? 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ? ? 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ? 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ? ? 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ? ? 276a to 276a-7), the Copeland Act (40 U.S.C. ? 276c and 18 U.S.C. ? ? 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ? ? 327-333),

regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. ? ? 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ? ? 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ? ? 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. ? 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ? ? 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ? ? 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ? ? 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE
APPLICANT ORGANIZATION		DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA

Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:
Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.
**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.
Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT PROJECT NAME	PR/AWARD NUMBER AND/OR
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: _____ a. contract _____ b. grant _____ c. cooperative agreement _____ d. loan _____ e. loan guarantee _____ f. loan insurance	2. Status of Federal Action: _____ a. bid/offer/application _____ b. initial award _____ c. post-award	3. Report Type: _____ a. initial filing _____ b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: _____ Prime _____ Subawardee Tier _____, if Known: Congressional District, if known:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:
6. Federal Department/Agency:	6. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____
Federal Use Only		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

SECTION J

IMPORTANT NOTICES

NOTICE REGARDING SUBMISSION OF TRAINING MATERIALS TO THE NATIONAL CLEARINGHOUSE OF REHABILITATION TRAINING MATERIALS

For a number of years the Rehabilitation Services Administration (RSA) has provided funding for a National Clearinghouse Rehabilitation Training Materials (NCHRTM). The purpose of the NCHRTM is to provide training materials that would benefit rehabilitation personnel. NCHRTM promotes a computerized on-line catalog of RSA training materials by circulation of its materials collection through electronic catalogs and inventory systems.

The success of the NCHRTM depends largely upon training projects sharing their materials with the NCHRTM. To this end, RSA requires training grantees to submit any training materials developed for their projects to:

THE NATIONAL CLEARINGHOUSE ON REHABILITATION TRAINING MATERIALS
ATTENTION: DAVID J. BROOKS, DIRECTOR
OKLAHOMA STATE UNIVERSITY
5202 N. Richmond Drive
Stillwater, OK 74078-4080

(405) 624-7650

(800) 223-5219

brookdj@okway.okstate.edu
(website: <http://www.nchrtm.okstate.edu>)

NOTICE TO ALL APPLICANTS

Thank you for your interest in this program. The purpose of the enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under the Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This Section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation. Your description need not be lengthy; you may provide clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may effect the ability of certain potential beneficiaries to fully participate in the project and to achieve a high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirements of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:**

U.S. Department of Education
Washington, DC 20202-4651

NOTICE TO ALL APPLICANTS: The Government Performance and Results Act (GPRA)

What is GPRA

The Government Performance and Results Act of 1993 is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In doing so, it is expected that GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the United States Department of Education Responded to the GPRA Requirements?

As required by GPRA, the United States Department of Education (the Department) has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the United States. The Department's goals, as listed in the plan, are:

- Goal 1:** Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.
- Goal 2:** Build a solid foundation for learning for all children.
- Goal 3:** Ensure access to postsecondary education and lifelong learning.
- Goal 4:** Make the United States Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.

NOTICE TO PROSPECTIVE PARTICIPANTS IN THE U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that -

***Failure to meet a deadline will mean that an application will be
rejected without any consideration whatever.***

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371. (Send check or money order only, on cash or stamps.)

The instructions in the federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center Washington, DC 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP.

Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with other, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBS is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulations is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$ 49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-93

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED Mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

ED Form 5548 8/92

IMPORTANT INFORMATION AND NOTICES

Executive Order 12372 - Intergovernmental Review

The Education Department General Administrative Regulations (EDGAR), 34 CFR Part 79, pertaining to intergovernmental review of Federal programs, apply to the program(s) included in this application package.

Immediately upon receipt of this notice, all applicants, other than Federally recognized Indian Tribal Governments, must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should contact, immediately upon receipt of this notice, the Single Point of Contact for each State and follow the procedures established in those States under the Executive Order. A list containing the Single Point of Contact for each State is included in the application package for these programs.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date in the program announcement for Intergovernmental Review to the following address:

The Secretary
E.O. 12372-CFDA # 84.160A, #84.160B, or 84.160C
U.S. Department of Education, FOB-6, Room 7W130
400 Maryland Ave., SW
Washington, DC 20202-0100

On line 2 of the above address, please provide the correct Catalog of Federal Domestic Assistance number (CFDA #) of the program for which a comment or state process recommendation on an application is submitted. (84.160A, 84.160B, or 84.160C)

In those States that require review for this program, applications are to be submitted simultaneously to the State Review Process and the U.S. Department of Education.

Proof of mailing will be determined on the same basis as applications.

Please note that the above address is not the same address as the one to which the applicant submits its completed application. Do not send applications to the above address.

STATE SINGLE POINT OF CONTACT

ARIZONA

Ms. Janice Dunn
Arizona State Clearinghouse
3800 N. Central Avenue
Fourteenth Floor
Phoenix, Arizona 85012
Telephone (602) 280-1315

ARKANSAS

Tracie L. Copeland
Manager, St. Clearinghouse
Office of Intergovernmental Services
Dept. of Finance and Administration
P.O. Box 3278
Little Rock, Arkansas 72203
Telephone (501) 682-1074

CALIFORNIA

Glenn Stober
Grants Coordinator
Office of Planning & Research
1400 Tenth Street
Sacramento, California 95814
Telephone (916) 323-7480

COLORADO

St. of Single Point of Contact
State Clearinghouse
Division of Local Government
1313 Sherman Street, Room 520
Denver, Colorado 80203
Telephone (303) 866-2156

CONNECTICUT

Mr. William T. Quigg
Intergovernmental Review Coordinator
State Single Point of Contact
Office of Policy and Management
Intergovernmental Policy Division
80 Washington Street
Hartford, Connecticut 06106-4459
Telephone (203) 566-3410

DELAWARE

Francine Booth
State Single Point of Contact
Executive Department
Thomas Collins Building
Dover, Delaware 19903
Telephone (302) 739-3326

DISTRICT OF COLUMBIA

Rodney T. Hallman
State of Single Point of
Office of Grants Management & Development
717 14th Street N.W.
Suite 500
Washington, DC 20005
Telephone (202) 727-6551

FLORIDA

Florida St. Clearinghouse
Intergovernmental Affairs Policy Unit
Executive Office of the Governor
The Capitol
Tallahassee, Florida 32399-0001
Telephone (904) 488-8441

GEORGIA

Charles H. Badger
Administrator
Georgia State Clearinghouse
254 Washington Street, S.W.
Room 534 A
Atlanta, Georgia 30334
Telephone (404) 656-3855

ILLINOIS

Steve Klockenga
St. Single Point of Contact
Office of the Governor
107 Stratton Building
Springfield, Illinois 62706
Telephone (217) 782-1671

INDIANA

Jean S. Blackwell
Budget Director
St. Budget Agency
212 State House
Indianapolis, Indiana 46204
Telephone (317) 232-5610

IOWA

Steven R. McCann
Division for Community Progress
Iowa Department of Economic Development
200 East Grant Avenue
Des Moines, Iowa 50309
Telephone (515) 281-3725

KENTUCKY

Ronald W. Cook
Office of the Governor
Dept. of Local Government
1024 Capitol Center Drive
Frankfort, Kentucky 40601
Telephone (502) 564-2382

MAINE

Joyce Benson
State Planning Office
State House Station 38
Augusta, Maine 04333
Telephone (207) 289-3261

MARYLAND

Mary Abrams
Chief, MD State Clearinghouse
Department of State Planning
301 West Preston Street
Baltimore, Maryland 21201
Telephone (410) 225-4490

MASSACHUSETTS

Jean S. Blackwell
Budget Director
State Budget Agency
212 State House
Indianapolis, Indiana 46204
Telephone (317) 232-5610

MICHIGAN

Steven R. McCann
Division for Community Progress
Iowa Department of Economic Development
200 East Grant Avenue
Des Moines, Iowa 50309
Telephone (515) 281-3725

MISSISSIPPI

Ronald W. Cook
Office of the Governor
Department of Local Government
1024 Capitol Center Drive
Frankfort, Kentucky 40601
Telephone (502) 564-2382

MISSOURI

Lois Pohl
Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Room 430, Truman Building
Jefferson, Missouri 65102
Telephone (314) 751-4834

NEVADA

Dept. of Admin.
State Clearinghouse
Capitol Complex
Carson City, Nevada 89710
Attn: Ron Sparks
Clearinghouse Coordinator
Telephone (702) 687-4065

NEW HAMPSHIRE

Jeffery H. Taylor
Director, NH Office of State Planning
Attn: Intergovernmental Review Process
James E. Bieber
2 1/2 Beacon Street
Concord, New Hampshire 03301
Telephone (603) 271-2155

NEW JERSEY

Gregory W. Adkins
Acting Director
Division of Community Resources
NJ Department of Community Affairs
*Please direct all correspondence and questions about
intergov. review to:*
Andrew J. Jaskolka
State Review Process
Division of Community Resources
CN 814, Rm. 609
Trenton, New Jersey 08625-0814
Telephone (609) 292-9025

NEW MEXICO

George Elliott
Deputy Director
State Budget Division
Room 190, Bataan Memorial Building
Sante Fe, New Mexico 85703
Telephone (505) 827-3640

NEW YORK

New York State Clearinghouse
Division of the Budget
State Capitol
Albany, New York 12224
Telephone (518) 474-1605

NORTH CAROLINA

Mrs. Chrys Baggett
Director
Office of the Secretary of Administration
N.C. State Clearinghouse
116 West Jones Street
Raleigh, North Carolina 27603-8003
Telephone (919) 733-7232

NORTH DAKOTA

ND Single Point of Contact
Office of Intergovernmental Assistance
Office of Management & Budget
600 East Blvd. Avenue
Bismarck, North Dakota 58505-0170
Telephone (701) 224-2094

OHIO

Larry Weaver
State Single Point of Contact
State/Federal Funds Coordinator
State Clearinghouse
Office of Budget & Management
30 East Broad St., 34th Floor
Columbus, Ohio 43266-0411
Telephone (614) 466-0698

RHODE ISLAND

Daniel W. Varin
Associate Director
Statewide Planning Program
Department of Administration
Division of Planning
265 Melrose St.
Providence, Rhode Island 02907
Telephone (401) 277-2656
Please direct correspondence and questions to:
Review Coordinator
Office of Strategic Planning

SOUTH CAROLINA

Omegia Burgess
State Single Point of Contact
Grant Services
Office of the Governor
1205 Pendelton Street, Room 477
Columbia, South Carolina 29201
Telephone (803) 734-0494

SOUTH DAKOTA

Susan Comer
State Clearinghouse Coordinator
Office of the Governor
500 East Capitol
Pierre, South Dakota 57501
Telephone (605) 773-3212

TENNESSEE

Charles Brown
State Single Point of Contact
State Planning Office
500 Charolette Avenue
309 John Sevier Building
Nashville, Tennessee 37219
Telephone (615) 741-1676

TEXAS

Tom Adams
Governor's Office of Budget & Planning
P.O. Box 12428
Austin, Texas 78711
Telephone (512) 463-1778

UTAH

Utah State Clearinghouse
Office of Planning & Budget
Attn: Carolyn Wright
Room 116, State Capitol
Salt Lake City, Utah 84114
Telephone (801) 538-1535

VERMONT

Bernard D. Johnson
Assistant Director
Office of Policy Research & Coordination
Pavilion Office Building
109 State Street
Montpelier, Vermont 05602
Telephone (802) 828-3326

WEST VIRGINIA

Fred Cutlip
Community Development Division
WV Development Office
Building #6, Room 553
Charleston, WV 25305
Telephone: (304) 348-4010
FAX: (304) 558-3248

WISCONSIN

William C. Carey
Federal/State Relations Office
Wisconsin Department of Administration
101 South Webster Street
P.O. Box 7864
Madison, Wisconsin 53707
Please direct correspondence and questions to:
William C. Carey, Section Chief
Federal/State Relations Office
Wisconsin Department of Administration
Telephone (608) 266-0267

WYOMING

Sheryl Jeffries
State Single Point of Contact
Herschler Building
4th Floor, East Wing
Cheyenne, Wyoming 82002
Telephone (307) 777-7574

TERRITORIES

GUAM

Michael J. Reidy
Director
Bureau of Budget & Management Research
Office of the Governor
P.O. Box 2950
Agana, Guam 96910
Telephone (671) 472-2285

NORTHERN MARIANA ISLANDS

State Single Point of Contact
Planning & Budget Office
Office of the Governor
Saipan, CM
Northern Mariana Islands 96950

PUERTO RICO

Norma Burgos/Jose E. Caro
Chairman/Director
Puerto Rico Planning Board
Minillas Government Center
P.O. Box 41119
San Juan, Puerto Rico 00940-9985
Telephone (809) 727-4444

VIRGIN ISLANDS

Jose George
Director, Office of Management and Budget
#41 Norregade Emancipation Garden Station
Second Floor
Saint Thomas, Virgin Islands 00802
Please direct correspondence to:
Linda Clarke
Telephone (809) 774-0750

- * In accordance with Executive Order #12372, "Intergovernmental Review Process," this listing represents the designated State Single Points of Contact. Upon request, a background document explaining the Executive Order is available. The Office of Management and Budget point of contact for updating this listing is: Donna Rivelli (202) 395-5090. The States not listed no longer participate in the process. These include: Alabama; Alaska; Kansas; Idaho; Louisiana; Minnesota; Montana; Nebraska; Oklahoma; Oregon; Pennsylvania; Virginia; Washington; and Hawaii. This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to the Office of Management and Budget and the State in question. Changes to the list will be made only upon formal notification by the State.

Last change made was Kentucky (12-2-97)

SECTION K

APPLICATION CHECKLIST AND COMMON QUESTIONS AND ANSWERS

Application Checklist

Does your application include each of the following?

- ☐ Cover page (SF 424)
- ☐ Budget form (ED Form 524)
- ☐ Program specific budget form [if applicable]
- ☐ Budget narrative [if applicable]
- ☐ Program narrative, including abstract and responses to the selection criteria
- ☐ Assurances and Certifications [list]

Did You --

- ☐ Provide one (1) original plus two 2 copies of the application (One original and six copies are requested)?
- ☐ Include all required forms with original signatures and dates?
- ☐ Submit a copy of the application to the State Single Point of Contact, if applicable?
- ☐ Mail* Application To: **OR** Hand-deliver* Application To:

**Training Of Interpreters For Individuals
Who Are Deaf And Individuals Who Are
Deaf-Blind - Regional Project**

ATTN: 84.160A

U.S. Department of Education

Application Control Center

400 Maryland Avenue, SW

Washington, DC 20202-4725

**Training Of Interpreters For Individuals
Who Are Deaf And Individuals Who Are
Deaf-Blind - Regional Project**

ATTN: 84.160A

U.S. Department of Education

Application Control Center

7th & D Streets, SW, Room 3633

Washington, DC 20202-4725

**Training Of Interpreters For Individuals
Who Are Deaf And Individuals Who Are
Deaf-Blind - National Project with
Major Emphasis on Distance Education
as a Medium for Interpreter Training**

ATTN: 84.160B

U.S. Department of Education
Application Control Center
400 Maryland Avenue, SW
Washington, DC 20202-4725

**Training Of Interpreters For Individuals
Who Are Deaf And Individuals Who Are
Deaf-Blind - National Project with
Major Emphasis on Distance Education
as a Medium for Interpreter Training**

ATTN: 84.160B

U.S. Department of Education
Application Control Center
7th & D Streets, SW, Room 3633
Washington, DC 20202-4725

**Training Of Interpreters For Individuals
Who Are Deaf And Individuals Who Are
Deaf-Blind - National Project with
Major Emphasis on Training
Interpreter Educators**

ATTN: 84.160C

U.S. Department of Education
Application Control Center
400 Maryland Avenue, SW
Washington, DC 20202-4725

**Training Of Interpreters For Individuals
Who Are Deaf And Individuals Who Are
Deaf-Blind - National Project with
Major Emphasis on Training
Interpreter Educators**

ATTN: 84.160C

U.S. Department of Education
Application Control Center
7th & D Streets, SW, Room 3633
Washington, DC 20202-4725

*Must be received by mail postmarked no later than the closing date or hand-delivered by 4:30 p.m.
no later than the closing date.

COMMON QUESTIONS AND ANSWERS

[Below are some examples of Q's & A's that programs may include in their application booklets. Programs may want to add others. Generally speaking, Q's & A's should not repeat information that is given elsewhere in the application. However, there may be exceptions to this "rule of thumb." Q's & A's should not be subregulatory and should not take the place of instructions.]

Q. What happens to my application after it is received in the Department?

A. The Department's Application Control Center receives each application, assigns each an identifying number (PR/Award number), confirms receipt of applications, and sends the applications to the appropriate program office, which screens them for eligibility. The program conducts a peer review of all eligible applications sent to a program competition, ranks them and recommends the highest ranked applications for funding with exceptions as provided by law. The responsible official for the applicable program reviews the program office's recommendations, checks the adequacy of the documentation supporting the recommendations, and approves a final list, or slate, of recommended projects and funding amounts. RSA Training Division staff discuss the recommendations with the successful applicants and awards the grants.

Q. What happens to my application if the Department finds it to be ineligible?

A. The Department immediately returns an application that does not meet the eligibility criteria for the particular program. A letter from the Department explaining why it is not being reviewed in the competition accompanies the application.

Q. How does the Department review an application?

A. Each application is assessed by knowledgeable persons from outside and sometimes inside the Department who are asked for their judgements about the quality and significance of the proposed project. These persons represent a diversity of disciplines and institutional, regional, and cultural backgrounds. The advice of these experts is compiled by Departmental staff who comment on matters of fact or on significant issues that would otherwise be missing from the review. The results are then presented to the responsible official responsible for the program who approves the recommendations for funding.

Q. What Criteria do the reviewers use when scoring an application?

A. Reviewers score each application using the selection criteria published in the Federal Register as part of the program regulations, which are given in Section F of this application package. Reviewers are instructed to use only the published criteria.

Q. Is a recommended application guaranteed funding?

A. No. Funding is not final until discussions have been successfully concluded and a grant award notification has been signed by the grants office and mailed to the applicant.

Q. How long does it take the Department to complete the review process?

A. Most review processes take from four to six months.

Q. How does the invitational, competitive and absolute priorities differ?

A. **Invitational Priority**

The Secretary may simply invite applicants to meet a priority. However, an application that addresses invitational priorities receives no competitive or absolute preference over applications that do not meet this priority.

Competitive Priority

If a program uses weighted selection criteria, the Secretary may award selection points to an application that meets the priority. These points are in addition to any points the application earns under the selection criteria. The notice states the maximum number of additional points that the Secretary may award to applications that meet the priority in a particularly effective way. Or the Secretary may simply select applications that meet the competitive priority over applications of comparable merit that do not meet the priority.

Absolute Priority

Under an absolute priority, the Secretary may select for funding only those applications that meet the priority.

Q. Can changes in the size of subsequent year awards be made after the multi-year budget has been negotiated?

- A. Yes, a grantee can renegotiate his or her multi-year budget and may be awarded additional funds if sufficient justification is presented to the Secretary and funds are available. Also, funds can be decreased if it is determined that the multi-year budget was overestimated.

Q. How will funding continuation decisions be made if the Department is phasing out the use of non-competing continuation applications after fiscal year 1995?

- A. Grantees will be required to complete annual performance reports that describe the projects' accomplishments, evaluations, and finances. These performance reports, along with other information, will be used by the Department to decide whether to continue funding projects.

DUNS Number Instructions

D-U-N-S No.:

Please provide the applicant's D-U--N-S Number. You can obtain your D-U-N-S Number at not charge by calling **1-800-333-0505** or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/dbis/about/intlduns.htm>

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

DUNS & Bradstreet, a global information services provider, has assigned D-U-N-S number to over 43 million companies worldwide.

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, call:

U.S. Department of Education
Application Control Center
(202) 708-9493

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page	http://www.ed.gov/ gopher://gopher.ed.gov/	(WWW address) (Gopher address)
GCS Web Internet Page	http://gcs.ed.gov/ gopher://gcs.ed.gov/	(WWW address) (Gopher address)